THE TIMES
Higher Education
SUPPLEMENT

Cambridge abandons English prelim exams

by Frances Gibb

Cambridge University's faculty of English is abandoning its first-year preliminary examinations because of an acute staffing shortage which threatens to change the whole nature of the English tripos.

Dr Michael Long, secretary to the faculty board, said the reason for the decision, which takes effect from 1978, was insufficient lecturers to mark examination papers. Abandoning preliminary examinations was felt to be the least damaging way of reducing the severe strain on the faculty's resources.

He warned that unless the number of staff was increased by at least 10, further cuts would ensue. If lecturers were fully occupied with teaching the "bread and butter" of the course, then anything more specialist in content or more experimental in form, such as seminars taken by two or more staff, would be impossible

The decision comes just as a report is due from the English faculty working party under Professor Frank Kermode which has been reviewing the content and organization of the English tripos.

At present, the staff-student ratio is one to 22, as against a national average of one to 10. There are more than 700 students and 17 university lecturers.

Normally college lecturers undertake tutoring and university lecturers the lecturing and examining. However, in the past few years the proportion of college lecturers used for marking the faculty's examinations has been as high as 30 per cent.

Dr Long said the arrangement was unsatisfactory because college lecturers were not involved with the teaching of the faculty and therefore might not be as fully committed.

Earlier this year 17 lecturers threatened to refuse to mark examinations unless the quality, organization and conditions of teaching in the faculty were improved. Some were said to be teaching as much as 15 to 18 hours a week.

The threat has now been carried out by several of them and although the preliminary examinations this year will take place, the faculty has had to find markers.

Dr Heather Glen, one of the lecturers who has been concerned about the staffing problems in the faculty, said the situation was "scandalous". The markers for the preliminary and part one tripos examinations this year were not all suitable; some were not involved in teaching, others were retired or external examiners. The number of markers was the smallest the faculty had ever had and each person had an enormous load.

The lecturers employed by the college felt exploited, she explained, because they did not have comparable salaries and conditions of service with the university lecturers. Payment for marking a script was about 20p.

She said the college lecturers, through the Association of University Teachers, was pressing for their pay and conditions to be put on a par with that of university lecturers.

Dr Long said the acute staffing shortage stemmed from the early 1960s when the English faculty failed to expand sufficiently for its number of students. Also, the rigidity of the university structure did not allow a shifting of staff strengths between faculties according to need.

He said the faculty would consider whether to reintroduce the preliminary examinations in 1979, but he thought it likely they would be abandoned for a considerable time.

Mr R. E. Macpherson, the university registrary, said that at present there was no money for creating new posts. All that could be done was to create one post by suppressing another somewhere else, and that was a very slow process. "One cannot follow what may be a short-term fluctuation in student numbers."

OU part-time tutors to get 20 per cent pay rise

The 5,500 Open University part-time tutors and counsellors are to receive pay increases of between 19 and 21 per cent backdated to January 1 last year.

After representations from the Association of University Teachers the Central Arbitration Committee decided last week that the part-time staff were entitled to pay increases proportionate to those awarded to full-time staff by the arbitration tribunal last year. The cost to the OU is likely to be about £350,000.

At present part-time tutor-counsellors earn £580 a year and course tutors £360 a year. The immediate effect of the award is that the flat rate fee for tutor counsellors will rise from the January 1976 level of £54.25 to £61.00.

● The student-related fee for supervising up to 20 students (with not more than half at foundation level) goes up from £173.60 to £201.84; for up to 36 students from £217 to £256 and for up to 56 students from £260 to £306.80.

The increases will themselves attract further proportionate increases from January this year in line with the pay award to university teachers in November under stage two of the pay policy.

The dispute arose because, while sympathetic to the part-timers' plight, the OU had been obliged to refuse the increases. It had proposed a rise in part-time pay but fully comparable with that for full-time staff, but the Department of Education and Science had said the increase was a breach of the pay policy.

This ruling was contested by the university on the basis of a University Grants Committee circular last year saying that part-time staff were entitled to increases in line with those for full-time staff. But the DES was upheld by the Advisory, Conciliation and Arbitration Service.

The case is the last to be taken under the Terms and Conditions of Employment Act 1959 (section 8) which became defunct at the end of last year.

● The AUT lost its case before the Central Arbitration Committee last week against Manchester University and the University of Manchester Institute of Science and Technology over salary structures for experimental and senior experimental officers.

The AUT had argued that the 111 staff at the two universities in this category should be on the salary structure for "research and analogous grades" rather than on the other related grades "structure, on which Manchester had placed them.

Staff cut threat to polys

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academic council's resolutions, which they claimed accepted H.M.I.'s policy. The court of governors is considering the resolutions on Monday.

At the City of London Polytechnic directly of the academic board accepted a student resolution rejecting the university's directive. The board regrets that court of governors meeting next month, to take a similar stance.

Strathclyde to open policy centre

by David Walker

Strathclyde University is to open a centre for policy studies with an initial budget of £70,000 only four weeks before the Social Science Research Council decides whether to launch a major project in this field.

Making the announcement this week, the university said the centre would be directed by Professor Richard Rose, the American-born political scientist, who will continue as professor of politics at Strathclyde.

Surprise was the reaction of Mr Derek Robinson, chairman of the SSRC, who with two other members of the council—Mr Gary Runciman, the Cambridge sociologist, and Mr Humphrey Cole, a civil servant—is investigating the SSRC's role in policy studies. They must decide whether SSRC money should be concentrated on one centre of policy studies or be dispersed to the various competing social scientists.

Professor Rose said this week that he would get in touch with the three and explain his programme which includes using a £30,000 grant from the SSRC's political science committee, to study the different systems of government of Scotland, Wales and Northern Ireland and their relationship with Westminster.

Another focus of Professor Rose's centre will be the study of government overload, a popular theme in modern political science, in Western Europe. This will have a £25,000 grant from the Volkswagen Foundation.

The establishment of the Strathclyde centre preempts one of the possibilities being studied by the SSRC group—which last week returned from a visit to the Brookings Institute in the United States—for a policy studies institute with a section in Scotland.

When the group reports to the SSRC's Research Initiatives Board next month it will give the council a choice between various proposals that have already been formally put to it and the establishment of a policy studies panel to disburse money to projects at a later date.

The SSRC has a number of other investigations of the policy studies field going on. The political science committee, in association with the research initiative board, recently commissioned Professor Frank Stacey of Nottingham University to look at the relationship of social science researchers and central government departments.

For the research initiatives board Professor John Stewart, director of the Institute of Local Government Studies at Birmingham University, is examining social science research done by local authorities. Professor Maurice Kogan of Brunel University, is chairing an inquiry into policy studies in the health service field and will shortly report on the scope of SSRC involvement here.

Call to produce fewer doctors

continued from page 1

own market value and were determined to protect it.

Another, Mr Douglas Ranger of Middlesex Hospital Medical School, admitted the force of the argument about the likely lack of resources in future, but thought the BMA was wrong to press the Royal Commission for an interim report. It was better the commission should take time to produce a full and authoritative document. "If they try to rush out a report it is more likely to be wrong."

The Royal Commission hopes to complete its work by early 1979.

Sir Cyril Clarke, president of the Royal College of Physicians, surveys the selection and training of doctors in this week's British Association supplement and suggests that the structure of medical courses could be improved by the creation of a "specialist" grade, below the level of consultant.

Middlesex student teachers face ban after union veto

by Judith Judd

Student teachers at Middlesex Polytechnic face a ban on teaching practice because of their decision to allow only the National Union of Teachers to recruit members in their students union.

Already two schools have said they will not accept students from the polytechnic on teaching practice and the authorities expect that more will follow suit.

Mr Arnold Cannon, head of school-based studies, said he feared the ban would spread to all schools in Haringey and Enfield affecting about 40 students.

The polytechnic had been notified by the local branch of the National Association of Schoolmasters/Union of Women Teachers that they would take action if the students persisted in their decision.

Student teachers at the polytechnic's Trent Park site voted to allow only the National Union of Teachers to recruit members in the students' union and to distribute literature there.

One of the schools which has refused to accept Trent Park students on teaching practice is Highbury Grove Comprehensive School.

Mr Laurence Norcross, the head, said he had received a letter from members of the NAS/UWT and the Assistant Masters Association expressing concern about the situation.

"I am completely in sympathy with my staff. If every student union were to adopt this policy the membership of every other union except the NUT would drop radically. Most of my staff are in the NAS/UWT or the AMA."

He said the school had a good relationship with the college and had taken many students in the past. One girl whose teaching practice timetable has already been arranged will be allowed to continue.

Mr Norman Venditelli, vice-president of the Trent Park site student union, said the point at issue was the right of students' unions to be autonomous and to decide by democratic vote what should be allowed within their building.

Mr Bernard Wakefield, assistant general secretary of the NAS/UWT, warned that his members were censed. The action against students from Middlesex Polytechnic would be taken on a much wider basis if the present situation continued

Joint visit to Mrs Williams over professorial increases

A joint deputation from the Association of University Teachers and the University Authorities Panel is to meet Mrs Williams, Secretary of State for Education and Science, this week to put the case for allowing university professors to receive their increments.

Under the October pay settlement professors earning more than £8,500 a year received the £4 a week increase granted to all staff, but only those on an incremental scale were allowed to receive either the increment missed under last year's pay policy or the increment due this year.

The majority of professors are not on an incremental scale and so cannot be paid any other increase.

Letters on behalf of some 300 of the 3,300 university professors have been sent to the UP since this information was circulated demanding that the union press for a national incremental scale for professors.

Mr Laurie Sapper, the AUT general secretary, explained that there is a permitted average salary for professors, which must not be exceeded by individual institutions. This is arrived at by dividing the number of professors into the total professorial salary bill. But because of the pay policy, universities are not able to give more to professors to raise the average pay of their institution to the permitted average.

The AUT and UAP are pressing Mrs Williams to allow this permitted average salary to operate in practice.

The AUT has for some time been arguing the case for at least a partial scale for professors, Mr Sapper said. Some universities pay all professors the average figure and others have introduced a salary scale with annual or biennial increments for professors.

Others, however, operate a "secret" scale and move individuals up at the discretion of the vice-chancellor or by other processes often not widely known within universities.

Cambridgeshire cut jeopardizes jobs

Hundreds of teaching jobs will be put in jeopardy if Cambridgeshire County Council goes ahead with radical plans to cut its education budget by nearly £5m in the next financial year.

The cuts, which will force the closure of at least three further education centres in the county and cause a drastic reduction in discretionary grant awards, are being threatened because the Tory-controlled council has decided to hold the domestic rate increase at 15.5 per cent in spite of the county's poor rate support grant settlement.

A controversial document, prepared by Mr Geoffrey Morris, chief education officer, outlining methods of making the cuts, has been circulated to councillors. It pinpoints 57 ways of achieving a £3.7m cut, more than £1m less than the £4.87m sum demanded by the council.

Mr Morris has warned that if the first cut is made, at least 450 teachers will be made jobless. The document adds: "In order to achieve the full cutback further staffing reductions on a massive scale (300 teachers) would be required, what remains of the community education service would have to be dismantled and further inroads would have to be made into the capitation to the point where the schools would not be able to continue."

The cuts proposed include a series of savage reductions in the estimates of the four colleges of further education in the county which will lead to a deterioration in the student-staff ratio.

Scottish college contraction urged

There must be some contraction in staffing and accommodation in the Scottish College of Education sector, Mr Millan, Secretary of State for Scotland, says in a consultative paper this week.

Setting out his views on teacher supply and training from 1977, he concludes that in session 1977-78 intake to primary training should not exceed 14,000 (830 diploma students, 170 postgraduate students) and intake to secondary courses 1,800. In 1976-77 intakes were about 1,450 and 2,500 respectively.

He does not make precise proposals for later years but shows that on the basis of the latest estimates of future teacher demand primary intake will have to be further reduced for a few years and increased thereafter until numbers increase in the 1980s, and that a progressive drop in secondary intake will be necessary till the late 1980s—TES

NEXT WEEK

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J. M. Gregson : Dip HE
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Saffron Walden College
Three pages of sociology books

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Annan appeal to halt fall in standards

by Frances Gibb

Lord Annan, provost of University College London, and godfly of the vice-chancellors, has written a pungent and idiosyncratic foreword to the college's annual report.

He suggests that a new Education Act is needed to insist on "minimum national standards at different ages in the three Rs", an idea more commonly associated with Dr Rhodes Boyson, Conservative MP for Brent North, but also, in his own way, an old-fashioned Whig.

Lord Annan also casts his eyes longingly across the Channel—not for the first time—at France's grandes écoles, "the corps d'élite of their educational army" which provides the cadres of trained minds to run France.

He argues that sloppier thinking, albeit within wider mental horizons, is the result of the higher education expansion in the past 15 years. In one sense children today are better educated, he says: boys and girls were more ready to discuss, to



Lord Annan

take opinions, more open to new ideas and had a better visual sense. "But against this are the bleak years that manipulation in mathematics, accuracy in the humanities, and clarity in expressing oneself in one's own language, have all declined."

Industry, business, banks and others who take school and university leavers, declare they were less able to calculate and write clear English than previously; that the numbers studying foreign languages were declining rapidly and illiteracy was more widespread.

A new education Act would also define which higher education institutions should offer what. The country should ask whether it could afford so many universities and polytechnic departments with such favourable staff : student ratios. The universities should be asking themselves where the ventures they could fund benefit in the 1980s. Were they concerned that in 1966 the country's share of graduate employment was 24 per cent and that in 1976 it is under 16 per cent?

'Fire brigade' to investigate poly student union costs

by David Walker

The alleged waste of large sums of public money in polytechnic student unions and canteens is to be investigated by the local authority associations' new cost control unit.

The first task of the Council of Local Education Authorities' "fire brigade"—set up to provide detailed information on polytechnic spending—will be to examine the management of funds by student unions.

At the same time CLEA will ask the Department of Education and Science to review the polytechnic articles of association which give some student unions extensive freedom to spend the money they receive through grants.

Many polytechnic directors support this scrutiny of student union finance. Mr Terence Miller, director of the polytechnic of North London, who has actively urged the Inner London Education Authority to take steps to curb student unions this week welcomed CLEA's decision.

"It is a very timely inquiry," he said. "For example in my own polytechnic where the student union income is over £80,000 that 50 per cent or more of the money is spent on 'administration' — subbatical officers and the like. Only 20 per cent of the money is spent on clubs and societies yet it is for them—groups like the football club are crying out for money—that the £80,000 is largely for. This situation certainly holds elsewhere."

The team of cost controllers about to be appointed by CLEA has been nicknamed the "Fire brigade" because it is intended to drop in on aspects of the finance of advanced further education and draw out information and comparisons between institutions that have not so far been available.

Its second task will be to investigate subsidies on refectory meals. An official of CLEA said members were concerned about the waste of money on student catering which "runs into eight figures". It is thought proposals for political action on polytechnic food subsidies will be put before CLEA by early next year.

The work of the fire brigade will be enthusiastically assisted by many polytechnic finance officers. Many of the more anxious to tighten up financial control and judging by a letter in last week's *Education* magazine by Mr Michael Brown, the senior finance officer of Portsmouth Polytechnic have little faith in academic administrators. He said it was up to local authorities to strength the polytechnic finance officers and make sure they were not "puppet book-keepers for those with vested interests".

However, the investigation of student unions by the "fire brigade" which is hoped to start after Easter has been given a qualified welcome in some polytechnics. Miss M. R. Hardy, assistant director of Hatfield Polytechnic, emphasized how much polytechnics and the responsibility shown by their student unions differed. The main value of the CLEA exercise would be in the basis it laid for comparisons of costs between polytechnics, she said.

There is a widespread attitude among both academics and finance officers in the polytechnics that most of the available information on refectories is already available—from the Committee of Directors of Polytechnics secretariat or from informal surveys carried out by the finance officers' group. What is needed, said Mr C. J. Harris, finance officer of PNL, is a political decision on subsidies and on the level of student grants.

Officials of CLEA do not expect the DES to make any immediate move on polytechnics' articles of association. This would trespass on the area being considered by Mr Oakes's committee.

Graduate demand likely to rise by 4 per cent

by Sue Reid

A substantial upsurge in demand for graduates by the private sector in 1977 will more than offset the dramatic reduction in the public sector, four leading organizations concerned with graduate placement predicted this week.

The Central Services Unit for Careers Services, the Standing Conference of Employers of Graduates, the Standing Conference of University and Polytechnic Careers Services and the Computer Assisted Placement Service issued the optimistic news that demand for graduates overall would rise by 4 per cent in 1977, compared with 1976.

Demand last year from the Civil Service, local and regional authorities showed a further reduction, making the total drop during the past two years about 50 per cent, said the four. But manufacturing industry increased demand by about 30 per cent over 1976 and commercial employers were stepping up recruitment by about 20 per cent in 1977. Recruitment by the public utilities was also recovering from a very low level.

However, Mr Donald Cook, chairman of SCOEG, warned that while there were strong signs of a continued increase in demand for most types of engineer, a demand that would again not be satisfied, the response from educational institutions was not be sufficient to absorb all the additional graduates seeking employment in 1977.

He added: "This year, like 1976, will be a difficult year for graduates, although the fact remains that they are in a much stronger position than most of the population."

There still existed a wide range of jobs with various types of employer where demand was unsatisfied, said the four organizations. Computer programming, production management, the armed services, industrial accounting, the police and fire services, and marketing with small companies were all avenues which this year's graduates should be investigating.

The number of grants for research and further study was expected to be the same as 1976 but increased competition was likely. There would be slightly fewer places on teacher training courses in 1977 but not all the places available last year were filled.

Mr Cook said: "As usual about one sixth of the first degree graduates will be in applied sciences. The rest are divided more or less evenly between pure science, arts and social studies. The decline in the number of graduates in applied and pure sciences appears to have been arrested and in some disciplines there will be an increase in 1978."

The total output was expected to be about four per cent higher than in 1976. First degrees graduates would total about 65,000 from universities and 11,500 from polytechnics. At higher degree level there would be an output of 17,000.

The four organizations have tentatively estimated that about seven per cent of 1976 graduates were unemployed last December. Mr Brian Putt, of the CSU, said: "This year it will depend on ability to seek out work of an untraditional nature."

About 60 per cent of students graduating from planning schools in 1976 had found permanent or temporary work in their field six months after graduating, a preliminary survey by Oxford Polytechnic's Department of Town Planning, has shown.

But 15 per cent were unemployed and 13 per cent had temporary non-planning jobs. A further 8 per cent had permanent jobs outside planning and 7 per cent had continued their studies.

This level of unemployment was very much higher than the 4 per cent recorded in a smaller scale survey of 1975 graduates from planning schools.

This year the survey covered graduates from 53 courses, including nearly all those with professional recognition. More than 90 per cent of all graduates from the courses were included.

Protests greet list of 27 new closures

by Judith Judd

A barrage of protests is being prepared by local authorities after the Government's announcement this week of the names of 27 colleges which it believes should cause teacher training.

The colleges, local authorities and churches have until June to put forward their objections. Mr Gordon Oakes, Minister of State for higher education said the feeling in colleges and local authorities that they had not been sufficiently consulted stemmed from a misunderstanding.

The Government, with the support of the Advisory Committee on the Training of Teachers, had decided to put forward initial proposals. Consultations would now follow. He felt it was unlikely, however, that the final list would show any major changes.

Mr Tom Driver, general secretary of the National Association of Teachers in Further and Higher Education, estimated that 3,500 lecturers would lose their jobs in the reorganization which also includes seven mergers of 14 institutions and 16 reductions in places.

He called for a commitment by Government and Opposition to a stable teacher training plan in the 1980s. The number of colleges will by then have been reduced from 163 to around 70.

Individual local authorities and colleges expressed anger and surprise at some of the proposals. In

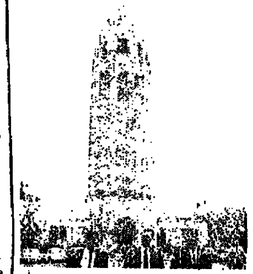
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Lord Gardiner is new OU graduate

Lord Gardiner, the former Lord Chancellor and chancellor of the Open University, is among 5,800 students to graduate from the OU this year, it was revealed yesterday. He took up his studies after becoming chancellor in 1973 and has completed three course credits to gain a BA ordinary degree.

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'Garden suburb' university expansion lambasted

by Frances Gibb

A devastating attack on the expansion of university education in the 1950s and 1960s as the "fagged-out end of the garden suburb movement" was made by Professor Bernard Crick last week in his belated inaugural lecture as professor of politics at Birkbeck College.

New universities had been created at vast expense with the names of famous cities, but all, without exception, were completely self-contained and far outside city walls, he said.

The obvious alternative was to have developed the then quite small civic universities which were, on the whole, firmly embedded in cities. "I suspect an Oxbridge bias against industrial cities and industrial England, exercised, moreover, by civil servants with the mentality of commuter-belt pseudo-gentry.

"Who can look at Kent, Warwick, Essex, Brighton, York and Lancaster without seeing the fagged-out end of the garden suburb movement? No wonder many of them have been such disturbed places.

"What collective lunacy or architectural arrogance ever thought of putting three thousand young people straight from school out in the fields together, as if learning and life can be divorced from the culture, both high and low, of cities?"

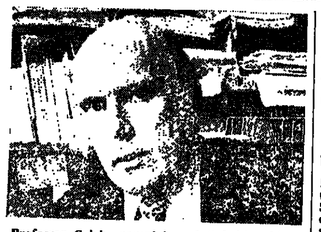
The university-educated élites had acted recklessly and selfishly. They ignored adult, continuing and post-experience education, youth and community services as being socially "below the salt" and economically irrelevant. They left teacher training in proud but stagnant municipal isolation, instead of integrating it fully with higher education.

He urged a massive reallocation of resources in education, which university teachers would do well to join. Instead of the binary distinction, there should have been "multi-universities", where the vocational, cultural and scientific should have rubbed shoulders.

By being limited to the scientific and cultural, universities were in danger of becoming as sterile or irrelevant as a Parliament that limited its debate to constitutional matters, ignoring the economy, production and culture.

Universities often seemed to say that any encouragement of culture and learning except through themselves was a threat. But the country needed centres and devices of higher learning other than the "at times awful formality and laboriousness of universities and polytechnics".

Education costs should be spread more fairly through the system, he said. "Rather than the last new university I would have liked to have seen a new breed of tutor-librarians in each major public library to help people with self-study, and two or three small-size meeting rooms in each library where WEA and extramural activities can take place." More money could also be spent on the Arts Council, whose funding was "pathetically small" compared with that for the universities.



Professor Crick—complains of Oxbridge bias.

Professor Crick questioned the benefit of academic security of tenure. In an average size department, where all members knew each other's views, a man would need "almost superhuman powers of self-renewal not to lapse, by middle age, into a pedantic and bureaucratic parody of his younger self".

If academics insisted on taking for granted the same occupational security as those in the civil service, could they resist a public and political demand that they should be treated as a service and circulated from time to time, and perhaps not be promoted or allowed past the efficiency bar unless at least one-third of their time had been elsewhere, he asked.

He suggested that ways might be found for academics to work in schools and further education for a while so that one who worked in one kind of institution all his life. Sabbatical entitlement might also be universal and not applicable only to higher education.

DES has power to close colle

Driver wa

by Judith Judd

Neither the Secretary of the Department of Science can close co curion, Mr Tom Dri secretary of the Nat tion of Teachers in Higher Education, said

"Colleges are own authorities and volunte if any college is to b their decision and it i campaign must be d said. What happened leges' buildings and teacher training reduced by the DES for the providing bod

"In view of the fa in numbers in higher education, and the the already small gramme, we believe must be preserved and

It would be "th folly" to carry closures and it was o the present economi anyone was talking numbers in higher ed to be increased already existing could would involve direct some cases the colleg used in whole or in advanced further educa

"If providing bod colleges go now they for our new accommod or three years' time and situation cases."

Dr Keith Hampson, has fiercely attacked ment's conduct of closures. In a spe Colchester Conservati Centre at the week ministers' attitude was They argued that "the rent, so that a second alternative use of pr matter for the maint rity, and my departmen cerned unless assistance

But the Government's ately choosing to reduce of jobs available in teac ting local authority fu changing policy regar teacher ratios.

"It is outrageous that of State for Education a Labour one, should h a policy which will wo education in this country while lining the pockets speculators who will p and buildings at ridic prices, for it is hard to see why else will want to buy the

Younger OU students have lower success rate

by Sue Reid

Open University students aged between 18 and 20 have a lower success rate in their first year than their older counterparts, an investigation by the university's survey research department has revealed.

But the latest findings, outlined in an initial report published by the OU yesterday, also show that younger students who survive their first year of distance teaching perform as well in the second and third years of an OU course as older students.

The report gives the preliminary results of a five-year research programme funded by the Department of Education and Science aimed at determining the suitability of the OU for younger students. It includes the findings of a pilot scheme for admitting students between 18 and 20 to the university between 1974 and last year.

A total of 1,350 students in this category registered provisionally with the OU during this time. But only 60 per cent compared with 75 per cent of older students finally registered after three months of study, the report says.

It adds: "Of the younger students who did proceed to final registration about 38 per cent failed to obtain a course credit at the end of the year. This figure includes students who either failed academically, withdrew, did not fulfil their summer school requirements or failed to turn up for the examination. They fared much worse than students aged over 21 where the failure rate "was only 20 per cent. Of OP students in the older age groups did equally badly as those who were under 21.

The report says that 94 per cent of the new younger students who gained a credit in 1975 continued to a second year of study, a similar percentage to other students. It maintains: "Once they have successfully cleared the first year barrier the younger students seem to continue with their studies at the same rate as older students. Those who do continue attempt as many credits as older students and gain them at the same rate."

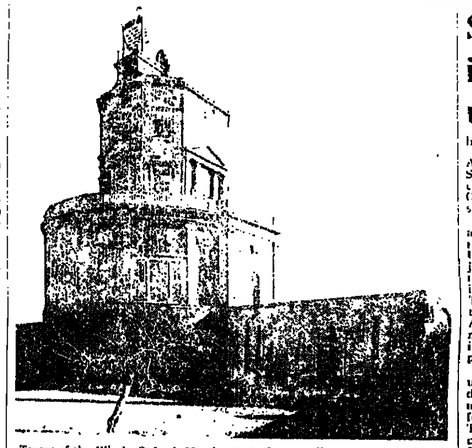
The pilot scheme was introduced after a Government request in 1970 for the OU to evaluate its contribution to the development of future higher education provision. The university agreed to admit 500 younger students in each of the three years from 1971 to 1976 of whom 30 per cent had two A levels and the other 70 per cent less than the minimum degree course entry requirements.

As one might have expected the qualified group made better progress than the unqualified. Of the 1974 intake of finally registered younger students, 63 per cent of the qualified group were still studying in 1976 compared with only 41 per cent of the unqualified group", the report maintains.

Younger female students continued studying longer than their male counterparts, says the research team. Of the 1974 intake, 59 per cent of the women were still studying with the OU in 1976 compared with 41 per cent of the men. When sex and qualifications were combined together qualified women emerged as the most successful group and unqualified men the least successful.

The occupational breakdown of the students involved in the pilot study was markedly different from older students. Almost a third of the younger group were clerical and office workers, 20 per cent more than the proportion among older students. Technical personnel formed the second highest group of younger students, constituting about 10 per cent in each of the three years.

Women outnumbered men in the first intake of younger students when 17 per cent were housewives but this proportion declined in the final two years. However the 1976 intake included 48 per cent women, compared with 42 per cent among the university's older students.



Tower of the Winds, Oxford. May be part of new college.

Oxford hopes to start new medical postgraduate college

by Clive Cookson
science correspondent

Oxford University wants to found a new college for its increasing postgraduate medical students. If proposals to be discussed by Congregation on February 8 are approved, the Radcliffe Observatory, including the eighteenth-century Tower of the Winds, will be made available. The suggested name is Radcliffe College.

The observatory, close to the Radcliffe Infirmary, should become free when the second phase of the John Radcliffe Hospital at Headington is completed in 1979.

University authorities believe the new society will be needed by the time the total number of clinical students reaches 300 in 1981. Their present social base, Osler House, is becoming overcrowded, and a new financial basis is needed for tutorial arrangements.

Although junior members of Radcliffe College would almost all be clinical students, senior members would come from a more varied background.

Some benefactions have already been received or promised, but a lot more money will be needed to endow the college and make it financially self-supporting as quickly as possible. "The new society can be established only if it is not a drain on university funds or existing colleges", said Sir Richard Doll, Regius Professor of Medicine at Oxford.

No new buildings will be needed for the college, though conversion work on the Tower of the Winds and its associated buildings will be necessary.

SSRC caught in trade union row

by David Walker

A £30,000 research contract with the Social Science Research Council has caused a big row within the Post Office over the overlapping responsibilities of its various trade unions.

The Union of Post Office Workers approached the SSRC's industrial relations research unit at Warwick University last term with a project to examine a possible constitution for a single trade union linking all Post Office workers together. The move had the agreement of the Post Office Management Staff Association but has caused consternation in the Post Office Engineering Workers Union which interpreted the move as a take-over bid.

The UPW move followed the unit's interest in what is called "industrial unionism"—the establishment of a single negotiating body for all the workers in one industry. The SSRC units have not previously carried out paid contract research for outside bodies although the former Survey Unit did have commercial links with some market research firms.

Negotiations between Mr Norman Stagg the deputy general secretary of the UPW and senior researchers at the unit have gone on for some months to refine the research. In its final form, valued at about £30,000, the project gives more scope for "academic" benefits and is less tied to the UPW's particular interests in amalgamating with the other Post Office unions, which apart from those mentioned include the Civil and Public Services Association and the Society of Civil Servants.

The Warwick unit, directed by Professor George Bain, a member of Lord Bullock's committee on industrial democracy, is generally held to be one of the SSRC's most successful. Through its advisory board and previous research it has been accepted by both sides of industry as an impartial source of knowledge on industrial relations.

Applied research such as the UPW project is known to have been encouraged by the SSRC chairman Mr Derek Robinson, fellow of Magdalen College, Oxford, and former deputy chairman of the Pay Board. As reported in *The THES* last week Mr Robinson and two members of the council will produce a report shortly on the SSRC's future role in policy studies and the extent of social science involvement in government.

The UPW scheme would involve a team from Warwick monitoring attitudes in the Post Office and discovering how the process of bargaining works. However, if the engineers or the other Post Office unions object it would be very difficult to collect information.

Income shows determination 'to earn keep'

Nearly 12 per cent of the British Council's estimated £75m expenditure in the next financial year will be raised by its direct earnings or through the reimbursement for services to international agencies and overseas governments, Sir John Llewellyn, the council's director-general, has predicted.

Writing in the council's 1975-76 annual report published on Wednesday he said: "It is estimated that close to 12 per cent of the council expenditure will come from sources other than British public funds, in comparison with 8 per cent in 1974-75. This marked improvement in revenue reflects the council's determination to help earn its keep in hard times."

He added that it would continue to develop its revenue-earning efforts. The oil-producing countries could now buy their development assistance from Britain and offered the council many new opportunities to extend the services it could provide beyond the bounds of its own budget.

"This year, at a time of severe financial constraint and continuing cuts in public expenditure, the council has taken several steps farther in that direction, providing services under contract at full cost or for some of its customers and sharing costs with others", Sir John said.

Commenting on the current review of Britain's overseas representation by the Central Policy Review Staff under Sir Kenneth Berrill he said: "We welcome the opportunity to have another look at the part cultural relations play in our international affairs. By which I mean the whole range of our overseas connexions in education, science and technology, as well as the humanities, the arts and related fields."

But Sir John warned: "Britain runs a serious risk if it underestimates the significance of cultural relations. In the foreign policies of states with interests very similar to our own, France and Germany for instance, much more emphasis is placed on this aspect of international relations, and even now they are asking themselves whether they should not be doing still more."

Report available from HMSO, 50p
British Council Part 2, page 7

Holiday and travel guide published

Details of exchanges, language courses, study holidays, international meetings and school party travel are all contained in the latest edition of *School Travel and Exchange*, a directory of instructional, adventure and leisure activities in 37 countries for young people. Available from The Central Bureau for Educational Visits and Exchanges, 43 Dorset Street, London W1H 3FN, £1 including postage.

London v-c's bleak view of cuts

by Owen Surridge

Universities might lower entry standards in order to attract more students and recoup income lost through Government cuts, Sir Frank Hardley, vice-chancellor of the University of London, warned at a meeting of the university's convocation on Saturday.

The Exchequer was aiming at a marked reduction in higher education grants, he said, especially to reduce the number of postgraduates.

"This university has a much higher proportion of postgraduate students (some 28 per cent) than the national average (about 19 per cent) and it attracts a higher proportion from overseas. It is therefore especially vulnerable to the effects of changes in fees, particularly in the London School of Economics and such specialized institutions as the School of Oriental and African Studies."

Claiming that the university produced about a third of the nation's doctors and dentists, Sir Frank said the financial difficulties were aggravated by uncontrollable increases in costs of the medical schools in large new hospital buildings. "The bills are presented for recovery through the schools. Additional claims totalling £2½m arose in this way in 1975-76 and they have not yet been resolved or met.

"Further difficulties arose through the Government's underprovision of funds to meet the increased costs of its decisions on junior doctors' overtime pay and these have still to be settled." He feared the teaching hospitals would also suffer from the proposals to re-allocate the resources of the National Health Service for the benefit of the less well endowed districts.

"There can be no certainty that the costs of providing these facilities in our university teaching hospitals will continue to be protected. Indeed, national financial stringency almost ensures that they will not be provided for at their present level."

In a bid to help, Mr M. V. Hoare, convocation's deputy chairman elect, tried to persuade the meeting to abandon its May meeting and save £6,000 (postage £5,800; printing £200) but failed.

Rumblings that could be precursors of a full-scale battle between convocation and the Association of University Teachers were heard. The cause is the change in convocation's representation on senate in the private member's Bill now being piloted through Parliament to bring the university's constitution up to date.

If enacted this legislation would reduce convocation's proportion of seats on the senate from one third to a fifth; any further change in the relationship between the university and convocation could not be made without the latter's consent.

The AUT is not satisfied with the situation and wants greater representation for its own members.

Under the existing arrangements convocation and the university teachers each have roughly a third of the seats on the senate with heads of schools occupying most of the rest. The proposed revision would increase the present number of seats from 59 to 119; convocation would get 20 instead of their existing 18, the teachers 40 instead of 48, the students 12; five would go to co-opted members and heads would get the rest.

The AUT claims that a substantial proportion should be occupied by university teachers other than heads of schools. It contends that the new arrangements give convocation too great a proportion and fears that it may take 25 years to change the situation if protection is enshrined in legislation.

Mr John Akker, assistant general secretary of the AUT, said most universities now gave teachers a much larger proportion of the seats and convocation less: "At Bramel for example convocation has only one representative on the senate. There is also the question of the wider community interests. Should the university court, for example, have representatives of the TUC?"

NELP team to help St Lucia's nearly ex-parrot



A four-man research team from the North East London Polytechnic will visit St Lucia in the Caribbean this summer to help protect one of the world's rarest birds, the Saint Lucian Parrot (Amazona versicolor) whose world population, they believe, is only 150. The team will make a study of the number of parrots and draw up recommendations for its future protection.

Chemistry synopsis microform journal is world's first

by Clive Cookson
science correspondent

The world's first chemistry journal to be published in the new synopsis/microform style was launched last week at simultaneous press conferences in London, Paris and Frankfurt.

The Journal of Chemical Research will be published in London by the Chemical Society, but it is jointly sponsored by the French and German chemical societies and supported by other European societies.

The synopsis/microform approach, which is just beginning to catch on amongst periodical publishers, depends on the separation of the current awareness (or "browsing") and archival roles of the primary science journal.

It will be published in two parts: Part S, containing conventionally printed one or two page synopses of the papers; and Part M, the full texts reproduced from the authors' own typescripts either as microfiche (24:1 photographic reduction) or as miniprint (3:1 reduction and printed on ordinary paper). Miniprint can be read with a simple hand lense; Microfiche requires reading equipment.

Individual chemists will be able to buy just Part S. They can browse quickly through it, synopses will be built round formulae or graphs to enable readers to tell very quickly whether the subject matter interests them.

If they come across a paper whose details they need to know, they can get them from Part M in their institutional library. Alternatively, full-sized photocopies of the original text can be obtained from the Chemical Society library in London.

Professor Charles Kemball of Edinburgh University who is co-chairman of the new journal's editorial board, said it offered authors two main advantages: rapid publication (three or four months rather than perhaps seven or eight for a conventional equivalent) and a greater probability that their work would be read (surveys have shown that short papers are read more frequently and more thoroughly than long ones).

The drawback is that the author has to spend more time preparing his work for publication, both in writing an adequate synopsis and in laying out his manuscript in a form that can be photographed directly for the miniprint version.

The first issue contains 20 papers and the managing editor Dr Ivor Williams hopes to be publishing 40 papers a month within a year.

The three founding chemical societies are prepared to pay up to £30,000 each to get the journal going.

Calculator for regulation

The pace of technology in pocket calculators is continue the 20-week-old dispute fast for the University until the university was closed. Chester Institute of Technology.

A year ago UMIST allow calculators provided they were when candidates tion rooms. This they did not come in tion stored in the

Now a model not automatically switched off has market. After a faculty board the faculty board ban this type of grounds that "students bought such calculators time use, that the cannot be changed vance in electronic that examination continue to be framed avoid giving an unfair students with

Students will be honour not to use memory facilities in

'Vision' now

High printing and paper a limited circulation *University Vision*, published by Universities Plan Council

In its place the council is launching an improved newspaper published in February, to existing features short articles and literature and audio-

ASTMS used Birmingham dispute to win more holidays

by Judith Judd

Birmingham University has been singled out by the Association of Scientific, Technical and Managerial Staffs in an effort to win more holidays for all its university members. This view is expressed in a letter to the university from Mr W. R. Hayward, secretary of the Universities Committee for Non-teaching Staffs.

Mr Reg Bird, the union's national officer, said this week that the 99 technicians involved were prepared to continue the 20-week-old dispute until the university was closed.

The computer centre has already been shut down and fuel supplies are being conserved there so no serious threat of a shutdown.

The university is equally determined not to give way and argues that although fuel supplies are low they have no oil and that the coal stocks are almost exhausted", Mr Bird said.

The university is equally determined not to give way and argues that although fuel supplies are low they have no oil and that the coal stocks are almost exhausted", Mr Bird said.

Dr Robert Hunter, the vice-chancellor, said nothing could cause the university to capitulate to what now appears to be a personal vendetta conducted by Mr Bird, the ASTMS national organizer".

Members of the ASTMS are picketing in support of their claim for 35 days' holiday which they say they are entitled to under the 1974 holiday agreement. The university says the agreement is for 30 days.

Mr Bird said he had no personal vendetta against Birmingham and that he saw the dispute in a national context. He said 16 other universities would have to concede 35 days' holiday if Birmingham members won their case.

Mr Oakes, the Minister of State for Higher Education, said in a letter to the university that the ASTMS action was detrimental to the well-being of the university. He deplored the action of the branch.

The university's most recent arbitration offer was rejected by the union and no further meeting between the two sides has been arranged.

The union has appealed to the 52-member university council to intervene in the dispute which it says it is prepared to carry on for another 20 weeks if necessary.

Cambridge succeeds in balancing books

Cambridge University managed to keep its spending within its income of £28m last year, according to the accounts published in the *Cambridge University Reporter*. Of this total, £14.8m came from the University Grants Committee and £4.5m from research bodies. Tuition, registration, matriculation and examination fees brought in £1.6m.

New education dean

Professor Philip Taylor has been elected dean of the faculty of education at Birmingham University. Professor Taylor, aged 53, went to Birmingham in 1966 as professor of education and head of the curriculum and method division, of the school.

London answer to NUS travel

London students are to set up a travel bureau to take the place of NUS Travel which collapsed last November with debts, it was revealed this week, of nearly £900,000. The bureau, being established as a limited liability company, is expected to be operational by early next month with offices at Imperial College, the University of London Union and Goldsmiths' College.

Students' unions throughout London are currently being invited to buy shares in the company, provisionally titled London Student Travel Ltd. They have been instructed that the £1 shares can be bought in blocks of 50 and Mr Nick Brayshaw, president of Imperial College students' union, said this week the initial response had been good.

A committee to look into the viability of a London students' travel company was set up soon after NUS Travel collapsed. The team of eight, which includes Mr Trevor Phillips, a member of the NUS executive, has discussed contracts with travel operators and last week gave its go-ahead to the scheme.

Mr Brayshaw, a committee member, said this week: "We are trying to raise £5,000 in capital initially so that we can operate this summer." The company would recruit three staff who would be selling similar charter flights to those once offered by NUS Travel, Transalpino rail tickets and bookings on cross-Channel ferries.

"We have also approached British Rail about their discount cards and they have agreed orally to let us sell them. We are now waiting to complete a formal agreement."

He added: "The first responsibility will be to provide a service to London students and to fill the gap left by NUS Travel. If any profit is made in the first two years it will be ploughed back".

A National Union of Students' spokesman said this week that NUS Travel debts were now expected to total nearly £900,000.

Study will look at FE careers

An investigation into the career structure of further education teachers and their promotion prospects has been started by the National Foundation for Educational Research. The research team, headed by Dr Judy Bradley, is to compare the careers structure of teachers in different types of further education and contrast them with those of staff in schools and universities.

The procedures for appointments and promotions will be examined and the career patterns of a sample of lecturers investigated. The team also plans to ask questions about the value of teacher training courses.

Research will be carried out by a number of surveys supplemented by in-depth interviews. Initially all local education authorities are to be asked to provide information regarding their involvement in appointment and promotion procedures in the further education institutions for which they are responsible.

A questionnaire is being sent out to college principals and department heads nationally later this month to be followed in May by a survey of 8,000 college lecturers. A small proportion of those completing this stage will be interviewed at length to provide additional material.

The investigation will extend an earlier NFER survey into the career structure of school teachers.

Nuclear power should 'go British'

The Government should commit itself without delay to British technology for the next generation of nuclear power stations, the Commons Select Committee on Science and Technology said in a report this week.

Energy Secretary, Mr Benn, should not reverse the decision of June, 1974, to rely on Steam Generating Heavy Water Reactors (SGHWRs), unless the current cost and safety reviews show conclusively that an alternative system would have significant advantages in terms of cost, export potential and starting date.

If the SGHWR is ruled out by "overwhelming" cost disadvantage, the committee favours reviving Britain's Advanced Gas-cooled Reactor programme. It regards the purchase of American Pressurized Water Reactor technology as the least desirable of the three options.

The report expresses grave concern about the interminable delay in making a final choice of reactor design, mainly because of the damage caused to Britain's nuclear and power engineering industries. "We are greatly disturbed by the possibility that the renewal of the argument about the choice of reactors may be employed as a device for indefinitely delaying, or even abandoning, the British nuclear programme as a whole", the MPs say.

"It is a sad reflection of our decision-making machinery, and on the quality of expert advice given to successive governments, that seven years after the last nuclear station was ordered, and after extensive private and public debate, sufficient information is apparently still not available on any of these points for the country to proceed with confidence — at whatever pace — to the construction of new nuclear power stations."

The committee rejected the evidence from the Central Electricity Generating Board and the Atomic Energy Authority that the SGHWR should be cancelled for the following reasons: it is inherently more expensive than alternative thermal reactors; costs are likely to rise further because of the small size of the present programme; and the choice of the SGHWR will not secure the future health of the British manufacturing industry because the domestic programme is small and there is little prospect of export orders.

Report on the SGHWR Programme. HMSO £1.35.

TEC courses cause concern

by Clive Cookson
Science Correspondent

Employers and teachers of medical and biological technicians got their first public opportunity to discuss the new Technical Education Council courses last week—and many of them displayed deep worry and bewilderment.

Representatives from hospitals, research laboratories, pharmaceutical firms, polytechnics and colleges attended a biologists' conference organized by North East Surrey College of Technology (NESCOT) and provocatively titled "Total Educational Calamity or Technician Education Chance?".

The discussions brought out a widespread fear that standards will fall when the TEC courses replace the present Ordinary and Higher National Certificates and Diplomas. They also showed that many major employers of technicians are unsure what TEC is all about.

As NESCOT principal, Mr Bernard Haynes, said in his opening speech, disquiet about the TEC is growing in the scientific community. There are fears that standards may drop so far that new bridging courses will have to be established for technicians who want to go on from the TEC Higher Diploma to take professional qualifications.

Mr Haynes mentioned a letter from Dr W. A. T. Macey and Dr A. H. Burr of Southampton College of Technology, published in several institutional journals, calling for the science institutions to get together and develop their own examination structure bypassing the TEC. It would provide a smooth progression from technicians' courses to professional qualifications.

Mr Philip O'Donoghue of the British Postgraduate Medical Foundation, who is a leading TEC member and chairman of the life sciences programme committee, expressed great disappointment that biologists had responded so poorly to his committee's recently released consultative document.

He attacked the idea that technicians who do well should automatically go on to a degree course. "This country is most in need of middle and lower grade technicians. There is a very limited demand for high fliers", he said.

Mr O'Donoghue defended the TEC's minimum entry requirement of three grade three CSEs against several employers who said they would never consider taking on a technician with fewer than four O levels.

Another committee member, Mr Frank Diggins of NESCOT, explained the structure of biochemistry III, one of the standard course units he helped devise.

The TEC requires "assessment analysis" of all units in terms of learning objectives. Biochemistry III is divided into six topic areas, each of which is analysed. Thus carbohydrates rate 18 per cent of the total assessment and the marks are distributed: 4 per cent for "motor skills" and 14 per cent for intellectual skills (6 per cent information, 5 per cent comprehension, 3 per cent application and zero invention).

The trouble, said Mr Diggins, is that the TEC does not have the resources to carry out the necessary research and validation of the new courses. He contrasted this poverty with the money made available to set up the Open University courses.

Mr Edwin Norris, Her Majesty's Inspector responsible for biology, made it clear that the TEC will be working within extremely stringent financial margins for a long time to come. The Department of Education and Science would come down hard if it seemed to be producing a more expensive system of technician education than the one it is replacing.

The TEC was set up in 1973 to develop a new unified educational structure for technicians, with the flexibility to respond quickly to the needs of employers. Its first courses started last September, in the fields of engineering and construction, but progress in the life sciences is about two years behind this.

Oversupply hits top jobs

by Frances Gibb

The oversupply of graduates in some subjects is depressing the pay and conditions of service in prestige jobs, Mr Peter Wilsher, editor of *The Sunday Times* Business News, warned last week.

Giving the 1977 Sir Charles Keene lecture at Leicester Polytechnic, Mr Wilsher said that this would be tolerable if they were able to switch their talents to other related disciplines, but this was becoming less feasible.

Another effect of oversupply of the highly qualified was that it drove graduates into professional, non-managerial jobs, making life tougher for the less qualified school leavers with whom they were now in direct competition.

The whole market for even medium-qualification jobs was in danger of becoming progressively distorted. "As the general level of education rises, this represents both a tax on those with lower qualifications and a devaluation of each given higher qualification."

Mr Wilsher endorsed the comment of Sir Alex Smith, director of Manchester Polytechnic, that the British education system had become alienated from the means whereby the nation earned its living. The fault was not all on one side, he said. Industry could be obtuse and unimaginative in its attempts to employ the products of the education system.

It was in the polytechnics that a proper balance was being struck between society's demand for trained professional skills and the aspirations of those who made up the supply. "It is the polytechnic nowadays which lives in the real world, adjusting constantly to the structure of training needs and the changing economic flux."

To the polytechnic the difficulties of the industrialist and the businessman were a matter for sympathy and legitimate concern, and not, as they tend to be elsewhere, "a subject for ideological distaste and intellectual scorn".

Woman may lead NUS



Sue Slipman

by Peter Wilby

The National Union of Students is likely to elect the first woman president in its 55-year history at its next conference in March.

At a meeting last weekend members of the dominant Broad Left group agreed to nominate Ms Sue Slipman, 27, as their candidate for the presidential elections. Ms Slipman, currently the union's treasurer and a member of the Communist Party's national executive, would succeed the current president, Mr Charles Clarke, when he completes the customary two years in office next August.

Ms Slipman stands on the liberal wing of the Communist Party and has been a strong campaigner on women's liberation issues. The daughter of a London taxi-driver, she became a Communist while reading English at St David's College, Lampeter. Later, she studied at Leeds University and qualified as a teacher.

Her main rival for the Broad Left nomination was Mr Peter Ashby, the current deputy president. The meeting supported Ms Slipman by a majority of about three to one, largely because of her longer experience of NUS office.

Her opponents will include Mr Steve Moon, of Birmingham University, the solitary Tory on the present executive. One of the two International Socialist members of the executive, Mr Andy Durgan, of Portsmouth Polytechnic, and Mr Graham Threfal, of Portsmouth Polytechnic, are also expected to stand.

The other candidates chosen by the Broad Left meeting are: deputy president: Peter Ashby; secretary: Trevor Phillips; treasurer: Penny Cooper; vice-president, education: Dave Aaronovitch (currently vice-president, services); vice-president, services: Chris Pratt (Leeds University); vice-president, welfare: Sue Robertson (Bristol Poly); vice-president, areas: Paul Blomfield (York area chairman).

Oxbridge still far ahe in Civil Service stake

Oxford and Cambridge universities are still the main sources of direct entrants to the administrative grade of the Civil Services. This was shown in a table published this week in the Commons by Mr Charles Morris, Minister of State for the Civil Service.

He was replying to Mr Nigel Spearing, Labour MP for South, who wanted to know the numbers and percentages of graduates to the administrative grade of the Civil Service from each of the universities and institutions in the United Kingdom.

Mr Morris issued the following table:

Institution	Number Appointed	Percentage of Total
UK Universities:		
Aberdeen	1	0.7
Birmingham	1	0.7
Bristol	4	2.9
Cambridge	46	32.9
Durham	3	2.2
East Anglia	2	1.4
Edinburgh	6	4.3
Essex	2	1.4
Exeter	2	1.4
Glasgow	2	1.4
Lancaster	1	0.7
Leeds	3	2.2
Leicester	1	0.7
Liverpool	1	0.7
London	9	6.4
Manchester	2	1.4
Newcastle	1	0.7
Nottingham	1	0.7
Oxford	35	25.0
St Andrews	1	0.7
Salford	1	0.7
Sheffield	1	0.7
Sussex	1	0.7
Swansea	1	0.7
Warwick	1	0.7
York	1	0.7
Overseas	4	2.9
University:		
Aix-en-Provence, France	1	0.7
Polytechnic:		
Manchester	1	0.7
	140	

In the Commons Mr John P. Mackintosh (Berwick and East Lothian, Lab) asked the Secretary of State for Education and Science to publish for each university in receipt of grant from the University Grants Committee the number of full-time undergraduate and postgraduate students in statistical order of the academic year 1975-76, and the number returned to the University Grants Committee at October 1976.

Mr Gordon Oakes, Minister of State, issued the following table:

University or College	Undergraduates	Postgraduates
Aston	4,127	1,000
Bath	4,018	420
Birmingham	6,586	1,240
Bradford	3,714	600
Bristol	5,851	860
Brunel	4,091	420
Cambridge	9,179	2,135
City	3,124	350
Durham	5,714	560
East Anglia	3,215	400
Essex	2,006	686
Exeter	3,523	560
Hull	3,972	560
Keele	2,111	400
Kent	2,886	450
Lancaster	3,607	556
Leeds	7,678	1,500
Leicester	5,158	771
Liverpool	6,251	1,135
London Graduate School of Business Studies		235
London	25,623	10,175
Loughborough	3,750	510
Manchester Business School		128
Manchester	8,691	1,510
University of Manchester Institute of Science and Technology	3,502	1,111
Newcastle	5,571	1,221
Nottingham	7,000	1,257
Oxford	9,003	1,602
Reading	4,548	455
Salford	3,756	267
Sheffield	6,128	1,267
Southampton	4,438	579
Surrey	2,946	354
Sussex	3,413	1,056
Warwick	3,699	485
York	2,027	208
University of Wales	14,644	3,315
Aberdeen	4,805	588
Dundee	2,491	288
Edinburgh	8,095	1,251
Glasgow	8,511	910
Heriot Watt	2,324	265
St Andrews	2,881	211
Stirling	1,994	258
Strathclyde	5,275	1,055
Total Great Britain	222,892	49,257

Research value emphasized

Teaching at the highest levels is sustained and enriched by research and consultancy, Dr Peter Smith, director of Robert Gordon's Institute of Technology, Aberdeen, has maintained.

Writing in the institute's annual report for 1975-76, he warned that any failure to maintain and develop research and professional activity among staff led to a reduction in the quality and level of teaching.

Increasing financial stringency throughout the United Kingdom in general, and in higher education in particular, had led to increasing firmness in the posing of questions about the aims and objectives in higher education.

"We sense a rising interest and increasing sympathy for our role as a Scottish Central Institution."

Problems had arisen from the worsening external economic situation but improvements and additions had been made to courses by achieving economies and rationalization in existing provision.

Mr Smith added: "Graduates and diplomats completed their courses at a time when industry and commerce were experiencing difficult conditions. In spite of this our students continued to obtain placements for training and, thereafter, posts."

Numbers unfreezes

Surrey University has announced that half of its 42 forces posts will be filled with increases in student numbers, Dr Anthony Kelly, the university's principal, writes in his annual report for 1975-76. Student numbers have increased from 2,618 to 2,876 in 1975-76. A further increase is hoped for by 1981-82.

Because of local government cuts, the Surrey County Council grant for 1976-77 has been reduced by £100,000 to £500,000.

Brochures fulfil need'

Glossy university brochures with photographs of students in laboratories and playing fields are interesting but did not help sixth formers about to choose courses, Miss Jean Newsom, educational adviser at Sheffield University, has said.

In a paper entitled "Brochures for University", she said: "Students are not going to be impressed by what you mean by 'teatime'?"

However, I did manage to discuss with Mr Williams is a private college with 1,900 students who pay January have a month for student-initiated creative projects. A serious-looking sophomore in a tee-shirt explained: "We could

On the other hand

Writing university novels is easy (1)

Continuing my comprehensive reader advice service, I now offer advice on how to write a university novel. This really is extremely simple and if I were not so busy myself with having to feed the rabbits and everything) I would write one myself.

According to my calculations there are still six academics in the country who have not yet published a novel, but they must not lose heart because over the coming week or so I will, regardless of cost or personal inconvenience, be providing scenes and characters which they may feel free to lift wholesale and fit into their own plots.

The main thing to bear in mind at all times is the film version. If, for instance you have the choice of making your hero (Gavin Caddle) fall in love with a Hellenian from Virginia Water or the musical oldest daughter of a Maori chief during the academic warrior, then always choose the latter. It is cheaper and, since Committee at October Dannily-clad Hayley Mills will be playing the part anyway, no one will pay much attention to what she says, let alone where she comes from or what instrument she plays.

This week I shall deal with your novel in *dramatis personae*. These must be totally implausible and rather-than-life characters which your senior common room should furnish without difficulty. Incidentally, always have a particularly nasty character in your novel so that, once it is a success *de scandale* and people come up to you and say "Was the irresistible lover based on me?", you can reply "No, actually I based Dr Bumfodder on you". These are all good tips and I cannot imagine that anyone will fail at paying 25p a go for them.

Normally your hero will be played by Alan Bates, which alone explains the surprisingly narrow range of activities to which authors seem prepared to commit their protagonists. If you accept this, then you are doomed to writing 300 pages of rugby league, contempt for consumer durables and surprise declarations of homosexuality. I do not think I could stand it but do not let me stop you. I have provisionally pencilled in Charlton Heston for mine. (Gavin, by the way, usually lectures in the English department and is the unpublished author of *Bad Luck in Thomas Hardy*.)

You will also need a heroine (Sorry. Hayley Mills. No choice) whom we shall call Avon Peach. She must be both glamorous and intelligent and in my novel I shall be saying that she is a former Miss Oil of Olay 1957 and now drives the university's mobile Icelandic affairs library.

A few other characters are also pretty compulsory. You ought to have at least one vague curdigan-inhabiting philosopher (fuck. Maybeen), the sort of wholly indecisive creature for whom a packet of assorted biscuits constitutes a challenge. The public expects it. That is how they know it is at university.

Also, you really should have a poetry specialist (R. A. Cowvirus) who in earlier years retreated to a Danish wood for personal reasons and there attempted to commit suicide. Since then he has turned the event into a cottage industry, producing poems and books, of which the best known is *50 Million Lemmings Can't All Be Wrong*. He invariably wears black and his greatest fear is being caught laughing.

Finally, try to set your novel in a new university so that if your work is filmed by an experimental company on a shoestring budget, they can always use Leicester Forest service station which has a similar ambience to many of them.

Well, these are just some of the basics for a scalding novel of contemporary realities and more will follow. Next time I shall be showing you how to write a love scene of searing beauty in which Gavin woos, weds and initiates divorce proceedings against Avon Peach inside a fortnight. Now read on.

Gunboat' iplomacy

ose who watched *Love on a Gun-t*, Malcolm Bradbury's recent lay for Today" on BBC 1, will ve been struck by the fact that it tained little love and no gunboats atever. So why the title? "It was my choice", said Dr Bradbury, o is professor of American studies the University of East Anglia and author of numerous novels.

The working title was *Missing* ne which lived in quite well s a story line about a 1950s iversity graduate reflecting on his rs of anger from his restless burban affluence. However, Dr adbury's choice was *The First Time Ever*. The idea here was that the 1950s Britain tried a politi- empire for the illusion of a eal empire. From Suez to the d war the nation has been in process of resigning that moral pire.

"My suggested title went into a C meeting and came out the other d as *Love on a Gunboat*. I was not ry happy about it but there was time to discuss it at length." A okesman for the BBC drama department said: "The decision was ached quite amicably between ose involved."

It is not the first disagreement ese have had with the Beeb over its ork. Last Autumn he co-authored play with Dr Chris Bigsby, a nior lecturer in the English and erican studies department at East glia, which was eventually broad-st under a pseudonym because y disagreed with the interpre-ion and production of their script.

However, it has not put Dr Brad-ry off, "I am putting up a number suggestions at present including adaptations of my first novel, *Eating Angels*, which was wrongly, and of Evelyn augh's *Brideshead Revisited*."

ames differ

here are few more trying situations an having two sets of people try to write a diary item about each her. Last week Dr Bettina Berch ought six of her students from Williams College, Massachusetts, e a two-week fact-finding trip on women's movement in England.

It was part of their four-year BA urse and they were to be passed failed on a diary written on their The air was thick with ques-ons. "Why is the press so sensa-nal? What is the media's attitude women? Why aren't there any itish people in London? What



The movement spreads

have gone scuba diving in the Caribbean or mounted a black power dance drama or any of hundreds of course choices. You tend to pass quite easily. With the scuba diving option you fail if you drown. Its a good chance to broaden your interests."

Considering they were only here for two weeks they had discovered a great deal. "The women's movement in England seems to be more concerned with job opportunities and equal pay", said one of the two males on the excursion. "Back home it is more concerned with social recognition as an individual in your own right".

After meeting many women's groups, they were all surprised at the way feminism here was intertwined with socialism. In America, it seems, the whole business is a more middle class affair.

"We have tried", said the sophomore, "to see as many aspects of life in this country as possible. We have stood in a picket line and spoken to members of women's groups and done an awful lot of walking round the west end. We haven't been able to get out of London, but we are going to see an exhibition of working life in Bradford tomorrow".

I bought them all tea and cakes. I hope they write something nice about me.

The Times Literary Supplement *has been celebrating its seventy-fifth birthday amid much unlikely. Last week a trail of cult figures wandered down the corridor for a party in the TLS offices next door. For any readers who are feeling left but I would like to invite you to* The THES *seventy-fifth birthday party which starts at 8 pm on October 15, 2046 AD, in room N 209 on the second floor of New Printing House Square. I am arranging a tin of biscuits and a record player.*

Geordiewegian

If Norwegian becomes Newcastle's second language the city's polytechnic must take a lot of the credit. During the past year bargain hunters have been making the 20-hour boat trip over from Bergen to take advantage of cheap British prices. To help confused shopgirls Newcastle Polytechnic next week launches a course of intensive Norwegian for sales assistants.

The organiser, Mr Paul Perkins, a senior lecturer in the languages department, said it would run each evening from four till six, five days a week for six weeks.

He says the polytechnic has always taken a highly practical approach to language teaching and this course is no exception. Most of the expressions taught will be on the "what-size-toupé-does-your-husband-take?" lines.

"There are up to 1,000 Norwegians shopping in Newcastle at any one time. They often shop in syndicates for people at home.

Fashion note: the most popular buy for Norwegians is, surprisingly, wallpaper. Weary of all the pine wood which we British are busily fitting in our homes, Oslo's trendies now favour the stripes and rose patterns beloved of our forefathers.

Five-ah chop-chop

"You can already speak 10 words of Japanese", said Mr Derek Coltman at the start of his lecture on how to learn Japanese in 48 hours if you are James Bond. "One-ah, two-ah, three-ah, four-ah...."

(Mr Coltman is head of the Linguaphone language advisory service and he was giving a talk to a series designed to interest the students of the Architectural Association in general knowledge. He had already admitted that the title was a bit of a con to get people in and that he was really going to talk about ways to learn languages as quickly as possible)

"... nine-ah, ten-ah. Those", he said smiling at us winningly, "are all Japanese words." He then said they meant something like "trap, door, way, head, trouble, double space, companion, trouble, sky and heaven".

We were all very pleased, but then realized that five and eight both meant "trouble", six meant you were in Japan and talking about typewriters, and the others could only be used in combination (companion trouble trapdoor trouble head trouble heaven) when the holiday was going pretty badly.

Our new-found fluency would, he said, impress not only the Japanese, but also the British who are very impressed by people who speak foreign languages, even if it is only foreigners speaking their native tongue.

Great debate must avoid Marx's farce



Bryan Davies

Is there a danger that the great educational debate will be overly concentrated on the problems in the schools? The Secretary of State in Parliament last week certainly gave the impression that the eight regional conferences arranged to form a basis for widespread consultation would focus quite deliberately on the schools. Without seeking in any way to deny the obvious importance of that sector, I confess to having some serious misgivings.

First, the schools debate I would maintain will partly revolve around a phoney issue. The question of standards will remain unresolved, first through lack of hard evidence and secondly because the real controversy is rather about what is or should be taught rather than the level attained. I imagine that I am not alone in being somewhat pessimistic on the chances of fruitful conclusions on a national level to this problem.

Of equal concern, however, is the fact that an important dimension of the national debate, namely the relationship between the educational system and manufacturing industry, crucially involves further and higher education. If ministers fail to pay due regard to the contributions of these sectors we are likely to witness the fulfilment of one of Marx's cruellest aphorisms, that history repeats itself first as tragedy and then as farce. For as Professor Gowing demonstrated in her recent lecture to the Royal Society, late Victorian Britain was presented with a similar challenge—and failed to meet it.

Of the four factors which she considered to have acted as barriers to the development of scientific and technical education, only the power of the Church of England has significantly diminished. The issues of resources, of an appropriate administrative structure and the problem of social class and social values remain.

The constraint of limited resources in a period of inflation operates in a crude and often arbitrary manner. Those institutions and departments with far-find themselves subject to marginal trimming while the brunt is borne by those desperate for an increment of improvement. Chance factors such as the timing of building applications or the incidence of staff vacancies will dictate where the squeeze is felt most acutely. In the public sector the variability of local authority finances and policies add an extra dimension to this complex situation.

One range of institutions are clearly most vulnerable. While the Department of Education and Science operates at one remove from the universities and polytechnics, it has direct control over student numbers in colleges of education. Predictably the axe has fallen most brutally in this sector. Yet, ironically in view of the demand that education should meet the manpower needs of manufacturing industry, further education colleges are also vulnerable to serious constraints.

Nor could one maintain that the country is any better equipped administratively to cope with the basic problem today than it was in Victorian times. Of course the separation that then existed between the Department of Education and the Department of Science is no more. Nevertheless, the acute problem of a manning and manpower policy persists. Whitehall tinkers on a significant scale.

Whilst local education authorities are demanding economic from the further education college on one hand, the Training Services Agency and the Department of Employment are pumping out funds, with the other, for higher education the polytechnics, created deliberately to provide a wide range of full and part-time courses with close links with industry have with certain notable exceptions increasingly shed their lower level work and developed arts courses in profusion.

These disadvantages are greatly reinforced, as in Victorian Britain, by the fundamental problems of social values and social class. Britain's upper and middle classes show that same lack of sustained interest in technological education which was characteristic of their late nineteenth-century forebears. The establishment in this respect has learnt nothing and forgotten nothing. The Duke of Edinburgh may offer the appearance of wishing to emulate the radical scientific bent of the Prince Consort but the education of the royal children is strictly public school and Oxbridge. In that they are not infrequently joined by the offspring of high ranking civil servants who consider the state system they administer inappropriate for their own children.

Thus a privileged minority of the nation's children educated at secondary level independently of the state claim the lion's share of the heavily state subsidized education available at Oxbridge. At the pinnacle of educational prestige, their status confirmed by every obvious importance of that sector, I confess to having some serious misgivings.

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The Select Committee is on much stronger ground in two of its other recommendations, first that serious consideration should be given to the introduction of higher maintenance grants for students in the applied sciences and engineering, and secondly that these departments should be protected from the general staffing squeeze. We should recognize that the substantial bias in our society against technology particularly amongst educationists can only be counteracted by firm policies and hard cash.

Especially strong and determined action is needed in respect of further education. The Government's commitment to priority for this area is meeting acute problems. Pressure exerted by local authorities on the colleges to restrain expenditure—the colleges represent one of the few readily available chopping blocks for town hall axes—often vitiates the more constructive policies of central government agencies in this area.

Of course, there are alternatives to these difficult policies, many of which cut against the grain of established expectations. Britain could settle for an intensification of her long run economic decline and a further decrease in her international competitiveness. Or we could hope that oil will do what the empire did for the late Victorians—cushion one generation against the shocks of economic weakness, and the necessity for radical reform. That solution, however, would be short-lived—and our children would scarcely thank us for the choice we had made.

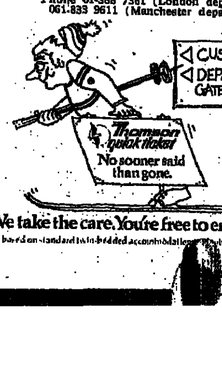
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Paul Moorman examines the difficulties facing the European Rectors' Conference

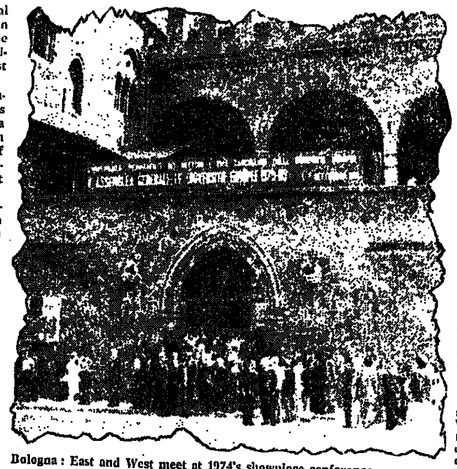
Rectors' struggle to maintain east-west dialog

This year looks like being crucial for the future of the European Rectors' Conference (CRE), the European body with which Britain's vice-chancellors have most contact and most sympathy.

After 15 years of relatively unruffled development, the CRE was suddenly, in 1974, exposed to a political onslaught which, although failing to break the structure of the organization, gave clear intimations of its mortality. The onslaught is now coming to a peak.

The trouble has been the Russians. Or, if you prefer, what the Russians term the "provocative Cold War" preamble to the CRE's constitution—especially the parts which refer to "academic freedom of expression and communication".

Despite its title the CRE, set up in the 1950s as the result of a British-Benelux countries initiative, has been and still is overwhelmingly a western European body. Participation by the socialist block has been limited to maverick Yugoslavia and, more recently, Poland. Other east Europeans have made only token appearances at meetings. And the Soviet Union itself has maintained an almost total boycott.



Bologna: East and West meet at 1974's showpiece conference.

Because of this and because of the growing murmurs of detente, a meeting of Unesco's Ministers of Education in Bucharest in 1973 voted unanimously for the setting up of a pan-European body to promote European understanding at university level. The resolution spoke of using, if possible, "existing structures", which meant the CRE. Since then the CRE has been fighting a successful rearguard action to prevent itself becoming a stump.

The first rumblings came at an East-West meeting after the CRE's quinquennial showpiece general assembly in Bologna in September 1974. The Russians called for the implementation of the Bucharest agreement and the setting up of a new European Universities Association which would have left the CRE out in the cold.

The immediate threat to the CRE was headed off by promises to the Soviet Union of behind-the scenes talks aimed at changing the statutes of CRE in such a way as to make them acceptable to the socialist countries. But nine months of often tortuous negotiations ended with a two-day fiasco in Vienna in 1975 when an emergency meeting of the CRE split down the middle on the future of the organization.

An unseemly argument culminated in a walkout of the Italian and French members, who accused the British and West Germans of trying to "wreck" the secretariat's overtures to the Russians by blocking changes to the CRE constitution.

The British, on the other hand, and particularly Sir Arthur Armitage, vice-chancellor of Manchester University and then chairman of the Vice-Chancellors' Committee, argued strongly that, while they were happy to amend the CRE constitution, they were not prepared to do so in ways which threatened the organization's basic philosophy and continuity.

It is this "basic philosophy" which so commends the CRE to the British. The CRE has always taken great care to be "non-political" in its stance. It is determinedly independent of governments and other outside pressures, with its only sources of income being subscriptions from members and attendance fees for its twice-yearly meetings.

Crucially, membership is open to executive heads of universities as individuals and not to their institutions. Formalities are kept to a minimum: discussions at the six-monthly get-togethers are in either English or French. No interpreters are present and the emphasis is very much on a frank, private exchange of views on problems of mutual interest. Recent round-table topics have ranged over university government, mobility, access, permanent education, the role of research and the problems facing new university teachers.

Making personal contacts and exchanging opinions on a pragmatic, informal basis with a view to helping to better understand problems at home are, to the British, the essence of CRE. And it was these characteristics that they felt were at risk if the Vienna amendments had gone through.

As the dust settled after Vienna, the question still remained whether the CRE would turn into a small coterie of academics from a small number of countries talking in a vacuum.

Dr Albert Sloman, vice-chancellor of Essex University, a former president of CRE and now a member of its seven-man "Inner Cabinet", says: "The CRE is an active fact. It will not wind itself up." But this does not mean it would not lose much of its attractiveness and credibility as a conduit of European academic opinion if a new all-European grouping were set up independently of it. It is this which, much to their chagrin, continues to divert the energies of the CRE's leaders.

As Dr Sloman says: "Politics are taking over, and we regret this. We see the unique contribution of the CRE as being that it is the only forum where university heads can meet personally. We would like to see the CRE extend its base to include more countries, but not at the expense of CRE's identity.

"I am sure many problems between the different parts of Europe would disappear if we could talk often and informally. We would, for example, be able to facilitate far more academic exchanges between institutions. Protest letters to *The Times* about the difficulties of some individual academic are far less effective than personal contact would be."

Dr Sloman rejects suggestions that the CRE is "an old vice-chancellor's network". It does, he says, fill a gap which governmental and international organizations like the EEC, the Council of Europe and Unesco are not equipped to do.

After the Vienna meeting the secret meetings took place with the Russians following the Moscow conference of the International Association of Universities in August, 1975. As a result, Soviet academics attended an "unofficial" CRE meeting in Trieste and agreed to take part in a seminar in Athens last October to discuss the impact of the Helsinki Accords on European scientific exchanges. Russians were not invited.

This now unique Government announcement in eternally optimistic of an extra £3.5m in fund, to described as a "tip the British Council expand its ment" led to the programme of educational and cultact as "honest cooperation with Europe led the CRE and its the establishment of a remarksinki for the academic links scheme designed then we can promote and foster liaison be new CRE countries on higher education institutions satisfy everyone Britain and their counterparts in argument. rope.

Added point the scheme, which continues to case by the fact crisis in spite of the Treasury general assembly last year that these additional Helsinki in two proposed links should not be continued, has ground: the nested the establishment of forUniversity, and informal contacts between Rybicki, the ther education departments and ard-bearer at exchange of staff, research stead for a meeting autumn 1977 opers and information. It has also universities to to the development of joint re more efficiently rch projects and general coopera- Professor Rybicki, opposed CRE through a "pump-priming" exercise to the follow the Council offers financial the Helsinki Sec- to be held in Egypt towards the cost of visits year indicating academics between colleges, universities were working on studies and research institutes in

The meeting Spain and Europe while they ex with this, although the possibility of links with record, euphemistic "opposite numbers". Once a for Rybicki "link" described as "back to square one" formed, Council subsidies conwhile the link is for two years while the contact Athens Universi developed and assessed. posed "a two-set the rectors from Lisbon on an successful links

already many successful links have been formed under the scheme. Warsaw meeting ich currently has an annual budfirst moves to set of £30,000. Between 1972 and creation of a 28, 16 firm links were established university body. tween higher education institution that a sober's in Germany and Britain. In which will endure two years since, 32 links have time its unique n explored by the two countries European academ the Council has sponsored more the next few mont 30 visits to Germany by British will be crucial. demics and only slightly fewer will be put to man academics to visit this country Geneva and the purpose of forming contacts. it secretary gene the scheme is considered invalu- Baublan. The ce in initiating collaboration. In theory by April technological and scientific re- CRE meeting of fresh areas links can also lead to to take place in deliberable economic benefits for official theme at the countries involved. evance of universe While the Council is involved in its hidden agenda among the British way of life CRE, will concern the developed countries of rope, it recognizes that Britain much to learn from her Euroin neighbours too. Sir John wollyn, director-general of the ncil, told *The THES*: "The ncil deals with three categories country. The highly sophisted industrial countries of Europe e as much to give them, as we ve to give them."

A classic example of a successful is the growing bond between Aston University's management tre, and the *Ecole Superieure de cost course gouvernance et de l'Administration uncy and advisers Entreprise* in Lyon, France, is created by some brief explora- visits between the two institu- in 1974 and 1975 resulting in the twinning of Birmingham Lyon. The Council was then asked to finance a longer visit to by Mr J. R. Berridge, a senior mber of the Aston centre, in pal.

Now NELP is now to be an exchange offer one of its students, and there are plans for ments as principal research programmes. Mr Berestablish a de- has been appointed professor college involving organization behaviour at "full cost" CAR, Lyon, for the current work. Examinations demic year, and both organizaNigeria may also be continued by continuing at NELP. expanding similar staff exspecialist ges on a self-funding basis. ched at NELP specifically ordered In a recent letter to the Council, ted future role of Berridge said: "Without the encouragement, financial support will be forthcoming facilities of the Council, I doubt tries. It is being by the British Council ical Education ization for Overseas".

Mr Salmon has a link may be formed between be the first of many Cambridge University's computer the polytechnic laboratory and the Institute of though this is still very tentative, Information Science in Munich. aware that "full Professor Friedrich Bauer, head of the same notice institute which serves both the appropriately ed universities, is keen that country of the Munich should be formed and With the exception been in close contact with Mr Sandiford, the Council's regional director in Munich.

Bringing a little bit of Britain to Europe—and top Europeans to us

Last year Professor Ramsay Spent 10 day at Cambridge with financial help from the Council, and he now hopes that in May Professor M. V. Wilkes, head of the Cambridge laboratory, will visit Munich.

Professor Bauer said: "The field of particular interest is "software" engineering. Britain and Germany have very different approaches to work in this area. The exchange of ideas is most important, and this can be done only be visits. At a later stage we might be able to send some people from the institute to Cambridge, or have some of them people here."

In Norway, where there is a small but highly active Council representation headed by Mr James Edmunds-son, 17 links have been formed in the last two years. Dundee University and Bergen University are working together on the geology of West Finnmark, and teams from Oslo University and Leeds University are collaborating in a study on soil microstructure.

Dr David Beak, the Council's science officer in Scandinavia, is based in Copenhagen but travels widely in Norway. He said: "At present the 49 links between British and Scandinavian groups are functioning in science fields due to the Council's support. Subjects are as varied as neurology and polymerization processes."

The Council provides a comprehensive study tour service for groups of academics or specialists wishing to visit Britain. Although the Council do not sponsor the visitors, a complete tour programme is organized by the London headquarters.

Last May, 10 French adult education experts, including two representatives of the Agence National pour le Developpement de L'Education Permanente, spent a week observing British adult education and community development. They visited the National Institute for Adult Education, the Marylebone Adult Education Institute, and the Sidney Stringer Community College at Coventry.

The Council maintains that although such visitors pay their own way they get full benefit from their visit because of the sophisticated organization of their programmes using well-tutored British Council contacts. Goodwill for Britain is fostered, information exchanged, and there is also the trade aspect. Foreign visitors spend money in hotels and shops, bringing in much-needed revenue.

Each week hundreds of inquiries pour into the offices throughout Europe about British courses, the education system, equivalent qualifications, Council scholarships, and study visits to Britain.

Dr Wighart Reille, of Bonn University's *Akademischer Austandsamt* (foreign students liaison department) turned to the British Council for information and financial help in establishing what is now a flourishing contact between Bonn University and Oxford.

The Council financed a trip by Dr Holle to Oxford, and for the past two years links have flourished. A series of intensive one-week seminars have taken place involving five professors and 40 junior faculty members and graduate students from each of the two participating universities, covering specialist study areas. Historians and theologians have worked together, and there are plans for a seminar on Protestant theology in the near future.

Dr Holle said: "This type of liaison is particularly useful for the two universities. It is important to send professors or students on exchanges to foreign universities but these seminars can lead to advances in research work and really help the individual universities."

This Council role in relaying information about Britain should not be under estimated. More than 10,000 educational inquiries are received by the Council, in Germany each year from individuals, offical organizations, and various German ministries.

In Norway the small team copes with a stream of requests from people wishing to study in Britain. In 1976 at least 834 Norwegians were studying full-time at university level institutions in Britain. Mr Edmonston says, and a substantial number sought initial advice from the Council.

An English language teaching information centre is now in operation at the Council's new building in Paris. Its chief function is to provide information on all aspects of language tuition, and a small but up-to-date collection of English language teaching books are housed in a consultation library in the centre.

One of the better-known aspects of the Council's work, certainly in Britain, is its scholarship scheme aimed at enabling scholars and research workers from abroad to carry out advanced study or research at universities or other educational institutions in this country.

The financial position necessarily tightly limits the scope for offering scholarships. Norway has an annual allocation of four British Council one-year postgraduate scholarships, and the competition for them is high. They are awarded on the grounds of academic merit and promise for the Council is fully aware of the benefits of sponsoring a student "high flyer" who may one day hold a top post in his own country.

In the last academic year scholarships went to two scientists, an English language teacher, and a student of politics. This year an adult education student received an award to study at Ruskin College, Oxford, for one year.

Dr Barry Brown, science officer in France, said: "We receive between 30 and 60 applications each year from people seeking scholarships in science and medicine. We offer 11 scholarships in France overall and only three go to scientists and medical students because of the demand from other areas."

The British Council libraries — there are, for example, three main ones, in Germany with a total stock of 90,000 books, and 9,000 members — are also an integral part of the information network. British book sales in Europe are high and book exhibitions organized by the Council are on continual tour throughout the European countries.

Growing recognition of English as an international language has led to an expansion of the Council's investment in the training of English language teachers in Europe. Mr Alan Maley, the English language officer in France, and his assistant organized or helped to stage more than 60 in-service training courses for secondary school teachers and university staff in France, on various aspects of methodology in 1975-76.

In Norway, the Council in cooperation with the Folk University recruits a team of British teachers each year to teach in the country's "*ungdomsskoler*" (lower junior schools catering for children between 13 and 15) and to undertake adult education work. In the last academic year seven teachers were recruited.

Cutbacks feared

The Central Policy Review Staff is now staging a stringent review into all aspects of Britain's overseas representation, including the Council's work. There are many who fear that the review, headed by Sir Kenneth Berrill, may lead to cutbacks in Europe.

But Sir John Llewellyn is determined that the work in Europe should be protected. He said: "It would be a tragedy, in the year when Mr Roy Jenkins is president of the European Commission, if Britain was seen to be reducing in importance cultural relations with Europe."

"We have experienced an enormous welcome in Europe, and I have the highest expectations that the Council will play a big part in the community through, for instance, the development of the equivalence of qualifications, the mobility of students, and the exchange of academics."

Sir John said he would like to see the Council's role as a provider of information given priority in the future. He added: "If Berrill condemns the operation in Europe it will be a bad thing. There is no doubt that if there is a financial cutback, something will have to go."

Sue Reid

Sue Reid looks at a new course for engineering students from overseas

NELP offers the Third World specialized relevance

The relevance of providing European-orientated courses for Third World students is becoming increasingly questioned among forward-thinking universities and polytechnics in Britain. North East London Polytechnic has long been aware of the problem and next September is planning a specialized course for 15 teachers of engineering and business subjects from underdeveloped countries designed to prepare them for senior academic posts at home.

It has sprung from NELP's growing awareness of the need to provide relevant Third World education and, ironically, from the establishment two years ago of a European Higher Education Unit in the college to promote links with Europe through staff and student exchanges, publications, consultancy services and academic collaboration.

The unit began to operate formally in 1974 and, although limited to a small budget, it has the enthusiastic backing of Dr George Brosan, rector of the polytechnic, himself a member of both the Council of Europe's higher education and research committees and the European Economic Community's education committee.

Mr Mike Salmon, head of the department of applied economic studies, has also had a direct interest in the unit. He was a prime mover in its establishment believing that for too long Britain has failed to look and learn from the higher education system of other countries.

Last autumn, recognising the success of the Eden Unit, the polytechnic established an Overseas Higher Education Centre, with a three-pronged role. It is now acting as an "umbrella" body for the original unit and two new units covering the Third World and North America.

Commenting on the first moves to establish a European Higher Education Unit at the polytechnic, Mr Salmon said that after organizing a two conference at London's Festival Hall in 1973 on Higher Education and the EEC his views were "fermed up". It was, he says, apparent that Britain knew very little about higher education in other countries and very little work was being done on it.

Tentative links between the polytechnic and higher education institutions in Europe were already established before the higher education unit was formally set up. "It became obvious that the problems facing Britain in education were precisely the same as being faced elsewhere. The continuing problem of permanent education, the economic situation, and the over production of irrelevant graduates for example", Mr Salmon now says.

There are now a large number of staff exchanges on both the short and long term fostered by the unit. During this academic year, for instance, 15 NELP academics will spend short periods working at the University of Nancy in France.

Mr Salmon says: "I believe the staff exchanges are a very important part of staff development within the polytechnic. It allows us to bring in new staff from outside and gives our own staff more responsibility.

"The technical and vocational bias of Britain's polytechnics and our course validation process is really envied in Europe and the Third World. The exchanges have been a stimulus to our own development too."

The European unit was established to encourage and advise the polytechnic's six faculties about links with Europe. There was only a patchy response from staff to begin with but now the unit, and more recently the overseas centre, are considered an integral part of the polytechnic.

Situated at Barking on one of the college's main sites, the centre has a small administrative staff and also attracts academics on secondment. Mr Salmon, who is head of the centre, devotes 50 per cent of his time to its work.

Although Mr Salmon is determined that the centre will not become remote from direct teaching —an ideal that has been successfully fostered—publications, course development both in Britain and overseas, and advisory work have played an important part in the development of the venture.

The European unit has published a summary guide to educational foundations in Europe and work is now under way on a second guide on foundations in the United Kingdom, concentrating particularly on those promoting links with Europe. A book on the education reforms in France is to be published by the unit. At the moment the budget includes the costs of publications but both Dr Brosan and Mr Salmon expect that in the future this be self-financing.

A sign of the original unit, which also acts as a dispersed secretariat" for the Committee of Directors of Polytechnics—aims to produce a whole series of studies on higher education systems in Europe. Now, as Mr Salmon admits, the need has gone. Similar publications have been produced elsewhere since NELP originally nurtured the idea but he says critical observations of "contentions" areas are still needed.

The two new units are natural successors to the first. The polytechnic is interested in promoting links with North America. As Mr Salmon says: "We have quite a lot to learn from North America but we already have regular exchanges with the University of Massachusetts and the polytechnic's management centre has a link with institutions in Buffalo and New York."

Staff exchanges have been normally used to form links but American students also take courses in Britain at the polytechnic which can be translated into "credits" within their own education programmes in America.

But Mr Salmon is particularly concerned about Britain's role as a provider of education for the Third World. He said: "The Third World unit arises from the belief that in many cases British is doing a great disservice to overseas Third World countries in the education provision it provides.

"We attract students from these countries on to higher education courses in Britain designed for Western needs. The problem is that these courses are not suitable in many ways for these particular students."

NELP is now being to give them, a issue. The Thi



Saffron Walden College—still in business.

Closure college shows how to die with dignity

Saffron Walden College is marching quietly to its death with a composure the staff would have thought impossible three years ago. Miss Gillian Collins, the principal, says that when she returned to college in that autumn in 1974 she thought: "This is going to be awful."

How do you close a college? What happens to the building, how are the students to be taught during the run-down, and, most difficult of all, what happens to the staff? These questions will have to be answered by dozens of colleges of education during the next few years. The answers, says Miss Collins, are easier than one might imagine.

Saffron Walden was one of the first four colleges to hear that it must close, and counts itself lucky, in retrospect.

The news came in August 1974, and after a single deputation to the Department of Education and Science the college, which had been training teachers since 1884, bowed to the inevitable.

Miss Collins believes the decision to accept the closure and get on with the mechanics of winding up the institution as early as possible were important. The college tried to conduct the closure according to a rational plan. On the whole, it worked.

First, there were the students. "They had chosen to come here and we felt they should be able to complete their course here if they wanted to." In February 1975 all were given written assurances that they could complete their course. The courses were then divided into two parts, part one to be taken after two years.

"This meant that they would be able to have at least their first two years' work examined by their own teachers even if the staffing position here meant they had to have different teachers for the last year", Miss Collins says.

Arrangements were also made with neighbouring institutions to take on students if necessary. In the event, both schemes proved redundant.

The college has managed to teach all its students in Saffron Walden, though not always in the way it originally planned. The head of mathematics got a job teaching in Cambridge, and arrangements had to be made for part-time mathematics teaching.

Miss Collins says that the continuity in teaching has been made possible partly because of the difficulty in obtaining other jobs and partly because lecturers were unwilling to abandon their students.

Mr C. F. Jones, the bursar, who has been responsible for mastering the ins and outs of the redundancy regulations, believe that 60 or 70 college staff will find themselves redundant in the summer. About 15 of these are academic staff.

Each member of staff was asked in the first term after the closure announcement what they wanted to do. Two opted immediately for redundancy. Many more chose the path of secondment or retraining.

This year they include a course in English as a foreign language, a diploma in health education at South Bank Polytechnic, an MA at Darwin College. The religious education lecturer is on a research project on the possibility of an agreed religious syllabus for the local authority.

Next year, though the college itself will be closed, the secondments will continue on full salary. One person will do an applied biology degree, another an MA, another counselling, and another the first year of a doctorate.

The college has been impressed by the way in which money for the secondments has been granted and interested to learn which possibilities were excluded. A person who wanted to retrain as a lawyer was told that no money would be available for this.

Mr Neil Rout, the head of science, has been taking a part-time diploma in management studies in the hope of finding a job in management education.

Mr Rout, the secretary of the college branch of the National Association of Teachers in Further and Higher Education, says: "Most people have had to accept that there is no chance of a job in a college of education. The people in the greatest difficulty are those in their fifties. They have almost no hope of another job and it is too late for them to retrain." A couple of people at Saffron Walden fall into this category.

A number of staff had intended to retire anyway. In this, Saffron Walden has been more fortunate than two other colleges which are closing this summer. Mary Ward College, Nottingham, and Alnwick College, Northumberland, both had relatively young staff.

Miss C. M. Wilkinson, Mary Ward's principal, expects that most of her 29 remaining staff will be without jobs in the summer. Miss Lilian Hollamby, Alnwick's principal, expects a similar situation there unless another educational role can be found for the college.

Meanwhile, Saffron Walden is still in business, not only for the remaining 75 students but also for courses and conferences and county council in-service courses.

At first the students were worried about the decline in social life which might take place during the rundown. A bar was opened in the college, and a film society was started which is open to people from the area.

But if the buildings are now thinly peopled there is no scent of decay. Miss Collins says: "We were determined we were not going to live in a scruffy building during those three years. We have even decorated". All the remaining students have been housed in the main building to reduce the sense of contraction.

Miss Collins, whose own future is uncertain since she feels she must wait to see what will happen to the college, offers this advice to the colleges which still have to go through the same process: "start as early as you can. Make people realize you care about them and be positive".

The college has been helped by its small size, which has encouraged a corporate response to problems, and by being among the first in the queue.

The staff have had first bite at the jobs market. Mr Jones says that they have also been lucky in the time and trouble which officials have spent in helping not only with secondment but also with redundancy terms. He wonders how they will cope with the flood of applications which are bound to come.

There has been no shortage of courses and conferences to fill up parts of the college not in use for teacher education. This may no longer be so as more colleges find themselves in the same position.

Miss Collins says: "For us it has been much better than we expected. I'm afraid it may be more difficult for some of those who follow."

Judith Judd

LETTERS TO THE EDITOR

Photocopying 'pirates'

Sir,—The letter from Mr Dodd (*THES*, January 7), pointing out that the photocopying of texts is likely to become ever more widespread, spotlights an increasingly worrying problem. Unfortunately, it is not one that can be overcome as simply as might appear from Mr Dodd's plea to publishers to be "willing" to produce cheaper versions of their books.

Why was it possible for a student to produce the book mentioned in a pirated, cheaper form? Only because a publisher had taken the commercial risk, and made the commercial investments, to find an author and pay him; to design the book; to proof read it; to pay a printer (and probably to meet the cost of keeping type standing); to provide warehousing, distribution and selling services; and finally to undertake all these expenses of publishing in return for a modest margin of profit.

If the publisher had not undertaken all these costs (and were there not academic booksellers willing in their turn to take the financial risk of stocking and displaying this and other books for customers to see and compare) no text would be there in the first place for students to put onto a photocopier.

The cost of copying this particular £12 book, Mr Dodd tells us, was "a mere £6". This, presumably, was the cost of producing a pile of some 200 sheets of copies. Had the student been a wage-earner, there would be his time to cost in; there would be the time and expense of guillotining the sheets apart and trimming to size, checking the correct order of pages, binding the sheets into some more permanent and durable form, and providing and binding on some form of cover. For a single pirated copy, not too great a burden, although it would significantly alter that £6 figure. How attractive a task would it all prove if six copies were wanted, or 16 or 60? What sort of royalty payment would Mr Dodd's student think due to the author of the book for this abstraction of his work?

These arguments might suggest that publishers and booksellers are indifferent to the financial problems of their ultimate customers, or that no effort is made to contain prices. In fact the reverse is the case: although the book trade faces constantly rising costs—of paper, printing, warehousing, wages and all overheads—publishers remain very conscious of price resistance. No one deliberately issues a book at a higher price than is needed to try to achieve a reasonable return on it.

When a book rises in price in a year by about 38 per cent—as in the case Mr Dodd describes—this not only reflects increased overheads and distribution costs (think what has happened to the postage rates recently!), but almost certainly also indicates that the book has been reprinted in the interval, incurring current, much higher printing and paper costs.

What we must ask ourselves is this: do we want to have scholarly and academic works made available, in reasonably durable form, with a standard of print reproduction that is pleasant and easy to read; do we want those works to be available all over the country; do we want the author to have some return for his labours; do we agree that the people who produce and distribute the work are entitled to some return for their contributions?

If so, then we must look very seriously at the question of pirated copies: it would be unrealistic to expect students not to use a system that appears cheaper—at least in the short run—than buying their own copies, but it is surely not unreasonable to ask that some means be found of avoiding, or at least minimizing, undesirable consequences?

Yours faithfully,
TONY HALL,
Publicity Organizer,
The Economists' Bookshop,
Clare Market, Portgual Street,
London, W.C.2.

Sir,—As a publisher I can assure you I have taken note of Mr Dodd's letter.

As a motorist I paid not long ago a mere 50p for a gallon of petrol, and now a gallon is about 80p. Unless the petrol companies bring the price down, I shall probably have to steal it from service stations.

Yours faithfully,
BRYAN BENNETT,
1 Pine Grove,
Wimbledon, S.W.19.

Centres for area studies

Sir,—I enjoyed reading Professor Hargreaves's well-balanced and informative article on the Centres for Area Studies (*THES*, January 14), but I would like to question one of his assumptions.

He assumes that ". . . no common disciplinary method of area studies has emerged". Geography is such a disciplinary method and no evaluation of the role of area studies in society should ignore the work of the 68 geography departments in Britain. I suspect that your author was beguiled by the remarkable diversity of interests among geographers. Few geographers now attempt the regional synthesis that was once urged upon them, but instead they may be specialists in one or several complementary disciplines.

Thus, for example, a single department of geography may contain both a worker skilled in the application of sociological concepts to primitive Arctic societies and a researcher concerned to study airflow over desert dunes. On the face of it such a department would not appear to contribute cohesively to area studies, but there is a trend towards coordination of interests that is often based on the study of particular areas. Common interest is provided in the spatially distinct quality of the study regions.

Perhaps this is the answer to some of the problems of area studies at the present moment. Many geographers have links with government, industry and education in their study regions; and there is no shortage of postgraduates in geography as there may be in the Area Centres.

Yours faithfully,
DAVID ALEXANDER,
Department of Geography,
University College London.

Letters to the editor should be not more than 500 words long and written on one side of the paper with double spacing.

Economic competition

Sir,—Your reviewer's otherwise excellent commentary on F. A. Hayek's *Law, Legislation and Liberty* Vol II *The Mirage of Social Justice* (*THES*, December 10, 1976) was marred by a serious error of interpretation.

Of Hayek's market order, he writes: "It is envisaged after the model of perfect competition in economic theory." This is almost exactly what it is not. The conditions for the existence of perfect competition are very stringent, and rarely reproduced in the real world, but this does not undermine the case for competition. Its justification does not lie in its approximation to the timeless, static equilibrium of perfect competition but in its operation as a dynamic device for acquiring, and making the most efficient use of, knowledge.

Hayek explained this at great length in his essay *The Meaning of Competition*, reprinted in his *Individualism and Economic Order* (London 1949). One quotation will suffice to dispel any doubt on the issue: "Indeed, far from competition being beneficial only when it is perfect, I am inclined to argue that the need for competition is nowhere greater than in fields in which the nature of the commodities or services makes it impossible that it ever should create a perfect market in the theoretical sense." (p 103.)

The point is not merely exegetical but has profound policy implications. To base the case for the market order on "perfect competition" is to surrender to the interventionists. Opponents of the market order (Galbraith *et al*) have no difficulty in demonstrating the relative absence of "perfect competition" in the real world, they then make the easy, and erroneous, inference that the supposed omniscience and benevolence of the state should replace the "chaos of the market". The correct comparison is between our theoretical and empirical knowledge of those economic systems that have some elements of co... our theoretical and... ledge of the disput...
Yours faithfully,
NORMAN P. BARRY,
Department of Econo...
Social Sciences,
City of Birmingham P...

Continuing educa...

Sir,—Professor J. P. ... January 14,) refers ... Freeman's article "... ist Bias at the Open ... (*The Times*, Decembe... comments (1) that ... refutation or agreem... from those responsible ... ing and planning of ... and (2) that "the Vi... on the OU seems ... about the politics of ... either".

There was a reply ... man's article, from the ... of the Courses Com... OU, published in *T...* December 16, 1976, ... ing "Open University ...

The Venables rep... report "on the OU... OU. It was not part ... the Committee on Co... cation to commence ... currently on offer by ...

Yours sincerely,
GODFREY VESEY,
Professor of Philosophy,
Chairman of the Senate,
The Open University.

Life of Hugh Dalt...

Sir,—Could I make a ... any reader who knows ... Labour politician, ... writer, or who possesses ... ments relating to him? ...

I have been conse... Cambridge University's ... a biography of Dalton, ... be extremely interested ... anybody who has a letter ... however seemingly ... recalls an incident ... however apparently ...

Nothing will be ... permission, and any ... will be fully acknowle...
Yours faithfully,
BEN PIMLOTT,
Department of Politics,
University of Newcastle.

Continuing education

Sir,—I read with interest the letter from Professor Peter Venables (January 14) and the article by Professor Eric Ashby (December 10) in *The Times Higher Education Supplement*.

Professor Venables's letter is a model of how to respond to criticism. He has not only reflected increased overheads and distribution costs (think what has happened to the postage rates recently!), but almost certainly also indicates that the book has been reprinted in the interval, incurring current, much higher printing and paper costs.

What we must ask ourselves is this: do we want to have scholarly and academic works made available, in reasonably durable form, with a standard of print reproduction that is pleasant and easy to read; do we want those works to be available all over the country; do we want the author to have some return for his labours; do we agree that the people who produce and distribute the work are entitled to some return for their contributions?

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Yours faithfully,
BRYAN BENNETT,
1 Pine Grove,
Wimbledon, S.W.19.

Teacher education

Sir,—It seems odd that James Porter (*THES*, December 10, 1976) should so approve of teacher training in Finland where the universities play a dominant part, and yet, perversely, advocate that in this country it should be concentrated "within the public sector". By this, he seems to mean that teacher education should be developed outside the universities, and presumably inside colleges like the one of which he is principal.

If educational policy were to be based upon such special pleading, however, it is unlikely to be to the benefit of either the teachers or the development of the study of education, and, moreover, is likely to add to the cost and muddle in higher education by producing yet more unnecessary courses.

The present university involvement in teacher education is largely based upon 5,000 postgraduate certificate students. In the main, they are good honours graduates of universities and polytechnics. Historically, they have represented the most academically well qualified sector of the teaching profession, and if the suggestion is that they should now be trained outside of universities, certain serious consequences must be considered.

There is a real danger that many of the best students will be lost to teaching as they may not wish to move away from the university sector for training. Of equal importance, there is the possibility that the universities' links with schools will be weakened, and in the long run this may harm the work of the schools and recruitment of students into universities.

Certainly one does not gather from college staff or students that where graduates are now trained in colleges the arrangements are very satisfactory. To exclude some of the best young entrants to the teaching profession from the opportunity for university training would severely damage the teaching profession, most especially if this were to happen just at a time when other major professions are attempting to expand and strengthen their university connexions.

The base of 5,000 graduate trainees, however, also "supports", within universities, a vast array of in-service provision for practising teachers. This provision ranges from occasional day conferences, through a variety of short courses and diplomas, up to master's and doctoral work. To suggest that this work should be concentrated outside of the universities does not seem very helpful. Firstly, it is important to distinguish the different kinds of in-service. Where teachers are attending short courses, conferences, curriculum teams and the like, without necessarily expecting any form of certification, then there seems no reason why any particular providing agency should be excluded. Clearly some regional coordinating machinery is necessary, but in the main teachers might be encouraged to go on the local courses that best suit them at whatever institution they are to be found.

When, however, teachers require certification for the in-service work, and most especially where they require advanced qualifications, then it must be both damaging and expensive to suppose that this should now be developed outside of the universities.

It seems perverse that, just at a time when the universities are being urged to involve themselves more closely with the post initial training of a variety of other professions and with local communities, there should be a suggestion that they should be deprived of one of the areas in which they have always maintained close links with the community and which relates to the development of a major profession.

Equally importantly, as some local teachers' associations are now beginning to recognise, in-service work in universities does provide teachers with the chance to pursue their professional interests and the study of education in a context which is free from the influence of their employers and their advisers. If in-service work for teachers is to be closely related to the independent development of the study of education, and to the growth of knowledge in other subject areas, then it might be considered foolish to exclude teachers from access to the universities and to concentrate them in the new colleges.

The universities have great experience of high level work of the in-service kind. The staffs of university schools of education have regularly taught and supervised students on advanced diplomas and degrees; the universities have been involved in most of the recent educational research; they have the specialist libraries and facilities suitable for such work. To suggest that this expertise could be easily transferred to colleges which only recently have ceased to be colleges of education, with little experience of advanced professional study and with limited research experience, does not seem likely to enhance the professional standing of the teaching profession. It does seem likely to be wasteful of resources, expensive, and to require elaborate validation procedures as colleges move into areas of work which their staff have not previously undertaken. Such a policy should not be commended in these constrained times.

Those who share James Porter's concern that the Government should develop a teacher education system which is "nationally effective and internationally significant" should encourage and facilitate university involvement with the professional development of teachers.

The universities and their leading schools of education are already international centres, with students drawn from all over the world. Their facilities and library resources make possible the kind of work which achieves international recognition. They attract teachers on a national basis to their courses and provide an independent forum for the development and exchange of ideas which is vital in an area still too frequently characterized by dogma and ideology.

It is to be hoped, therefore, that any future development in teacher education will continue to offer the universities, along with the colleges, a chance to play a leading role. The alternative might lead to teacher education being concentrated—or more accurately, confined—to hastily put together colleges with, as yet, no established reputation and advanced expertise.

We should probably do well to note, with more significance than Mr Porter wishes to give it, that in their reforms the Finns, after all, did place their teacher education in a university setting.

Yours faithfully,
GERALD BERNBAUM,
Professor of Education,
University of Leicester,
School of Education.

Student loans

Sir,—I have just had my attention drawn to Ernest Rudd's article (*THES*, December 10, 1976) on student grants and to the letter from Warren Bradley (*THES*, January 7).

There is a lot to be said in favour of a mixed grants and loans scheme for student finance. We have operated a joint scheme in Hong-kong for our two universities since 1969 and this year started a similar one for the Hong-kong Polytechnic. The grants are for tuition fees and a limited amount of special expenses (books, stationery, drawing instruments) and the loans (which are interest free) are for living expenses.

The loans have to be repaid basically over five years but there are discretionary variations. The two schemes are operated on data processing by the Joint Universities and Polytechnic Computer Centre Limited.

This year about 62 per cent of university students were assisted, the average grant being HK$1,483 (about £180) and the average loan HK$3,618 (about £440)—a total of HK$5,101 (about £620). The loan level is probably a little low for students' living costs in Hong-kong and we hope to raise ... and the average, this ...

The loan scheme ... rities, of which perh... notable is the fact tha... years our write-off ... loans is less than ... two schemes are ... mittees for both of ... chairman, with a ... the education depart... remaining members ... versity (or polytechn... per cent students.

We do not merely ... tions on receipt and ... on selected samples ... statements. Recipient ... not open-ended scho... dent finance in both ... each year we calcul... of the pattern of ... comes the amount ... next year and then ... strictly within it.

Retrieval from the ... ing also throws up ... information about ... ling times and cost ... size (as well as dispo... and so on. This is ... ful because as secret... versity and Polytech... mittee of Hong Kong ... to the grants commit... information about ... lems affecting stude...

Still, the most ... the schemes is the ... student representa... tent to which they ... port. And it will ...

Yours faithfully,
S. F. BAILEY,
Secretary,
University and Polytechnic Committee,
Hong-kong.

Polygon

Sir,—Addendum: ... empty space, bound... Innes, formerly occupi... school (*THES*, January ...
Yours sincerely,
R. HESKETH,
Lower Stone,
Gloucestershire.



Page from the rare 1468 edition of the Chêng Lei Pên Tshao, of one of the illustrations in Science and Civilization in China by Joseph Needham, which shows the role of natural history in Chinese discoveries of the early fifteenth century.

ew cultural revolution Chinese texts

... Needham's working library, known as the East Asian History of Science Library, contains ... of the source material used writing of *Science and Civilization in China*.

... books have been brought together during the past 40 years, ... the collection is now unique in the West. The library is the only research institute outside ... for the study of science and ... biology in ancient and traditional Chinese culture.

... Library contains about 13,000 ... (half of them in Chinese), a ... tion of 25,000 offprints (all ... filed and indexed), and long ... of 40 journals.

... gem of the collection is the ... edition of the *Chêng Lei Pên* ... (Classified Pharmaceutical ... ral History), one of three ... surviving copies.

Among the Chinese books are ... other rarities which can be ... fied into three groups: early ... ed books and manuscripts, par... early in natural history and ... mitteen for both of China; twentieth-century books ... chairman, with a ... and in small editions and not ... the education depart... distributed, particularly ... remaining members ... printed in West China during ... versity (or polytechnic) ... World War II; and monographs ... per cent students. ... lished since the Cultural Revo...

... and rarely available outside ...

... Until last summer the library was ... accommodated in Gonville and ... College, Cambridge, but in ... September, Dr Needham retired ... from his post as master and he and ... library had to vacate the Lodge. ... situation not unlike being put ... on to the street so far as the ... were concerned, and which ... have been catastrophic but for ... success of efforts largely made ... the Cambridge University Press ... instal the library in a single ... wing.

... plans had been made well in ... advance. The East Asian History ... Science Trust was set up in 1968 ... registered as an educational ... charity. The library was made over ... to the trust by gift deed, and ... fees of appeals launched for funds ... to help accommodate and administer ... it. Now it is established in what ... is to be the National Extension ... College building in Shaftesbury ... Road, Cambridge.

... It may seem perverse that the ... latter which saw such a catastrophic upheaval in Joseph Needham's working life should also have ... at the time for detailed discussion of a major new project in ... connection with the library: no ... fiche available on microfiche substantial numbers of the more important and less readily accessible ... of these books.

... Dr Needham was constantly asked ... for copies of pages or sections of ... books in the library; the books ... themselves are vulnerable to fire, ... vandalism, theft, and so on. There ... is also the possibility of the library being able to offer a more general service to scholars as a supplement, to the writings which Needham still has to complete.

Therefore what seemed at the outset to be a somewhat idealized proposal steadily hardened into something highly desirable in itself and well within the bounds of practicality. A representative book, a fourteenth-century mathematical treatise, was put as a test on to fiche. The test was a severe but successful one for the technical specialists. Chinese books generally have no back margins and fore-edges as we know them and the main problem was to accommodate a whole page within the frame and without distortion.

If there was to be a genuine attempt to "publish" some of this material in the sense of multiplying copies and making them available throughout the world, then it would become necessary to deal with problems of presentation and distribution.

A Chinese book is an arcane object, yielding to most of its neither author, title, nor — unless it is profusely illustrated — subject matter. Two of Needham's friends and collaborators, Dr Lu Gwei-Djen of Lucy Cavendish College, and Professor Nathan Sivin of MIT, both of whom have contributed to the definition of the project, then agreed to act as its interpreters as well. A book put on to fiche would need a wallet and a leaflet, to provide the necessary information and the wallets were designed to look like books in small demy 8vo format.

For distribution it was essential to interest a major publisher. CUP as publisher of *Science and Civilization in China*, and as the publisher directly connected with both the library and the trust, was the obvious choice.

The syndics had already made a small experiment in publishing new material on fiche and the issuing on fiche of old and rare books would be a significant development of their imprint. Their recent decision is to extend their interests in this way by issuing a substantial batch of books from the East Asian library on fiche, and to consider the situation again when the result of this experiment is known.

"Micropublishing" is a fast developing area, and according to Mr Eric Ceadel, university librarian at Cambridge, there is a strong and increasing preference for fiche. This is confirmed by other libraries and manufacturers.

What other publishers have done tentatively in the micropublishing of documentary material, and what the Cambridge University Press is about to do for sinologists and historians of science may well constitute a tiny forerunner of a revolution in the dissemination of knowledge.

Peter Burbidge

The author is in the production department of Cambridge University Press.

Students learn signposts to bookshelves



By Thora Cliverton

In the libraries of educational institutions, the perennial problem arises of how to introduce students to "the system". How to give them the basic library skills which they need in further and higher education to help them to study efficiently and effectively in order to derive full benefit from their courses.

If we accept that education beyond school should consist of rather more than the acquisition of facts, then library skills will play a very important part in any student's study programme. A knowledge of the techniques of information search is a prerequisite at all levels. Many a PhD has even been heard to remark "If only I had been given some basic instruction in the use of bibliographic aids I could have saved a lot of time and wasted effort".

The quick tour of the book shelves crowded into a quarter of an hour between the filling-in of forms and meeting tutors provides little in the way of assistance to the bewildered student in his first week. He may remember where the library is situated but he will not remember how to use the fiche catalogue or where the reference books are shelved.

At the City of London Polytechnic a number of courses have library instruction incorporated in their time-table at the beginning of the year—a basic level course for first year students, intermediate level for second years and specialized instruction to meet the particular requirements in subsequent years. A comprehensive structured course of instruction is provided complete with visual aids and practical work.

There are, however, those students who for various reasons do not receive any formal instruction in library skills. Because for example they are on modular degree courses or they are part-time students. For them—and as a reinforcement of the established course—the Library and Learning Resources Service has produced a self-instructional package. The aim of this package is to meet the needs and different modes of learning of as many students as possible.

Some students can learn quickly from a visual or a large instructional poster has been prepared; some will prefer printed information which they can take away and study at their own pace—for them there is a programmed text. For those who like to listen there is an audio-tape which exercises so that they can practise their newly acquired knowledge. For others who find it helpful to combine the aural and visual approach to learning there is the choice of a tape/slide programme in colour or a video-cassette in black and white.

Each medium contains the same information—basic library skills. The entire package is displayed in the two main polytechnic libraries and students are invited to select the programme and medium which most appeals to them.

The use of the package is being monitored to see which medium is most popular and why; which students have used it and how helpful it is to the students. The object of the monitoring is to provide some guidelines for the preparation of future packages on the more advanced techniques of information search.

Whereas the content of the course on "Basic Library Skills" is general-level and can be used by all students—regardless of their subject specialism, the courses at the intermediate and advanced level need to be related to the various subject fields. For this reason it will be helpful to know if students on business studies courses show any preference for a tape/slide programme or if biology students prefer an audio-tape. Their advanced level packages can then be prepared accordingly as unfortunately economic conditions preclude the production of a multi-media package beyond the basic level.

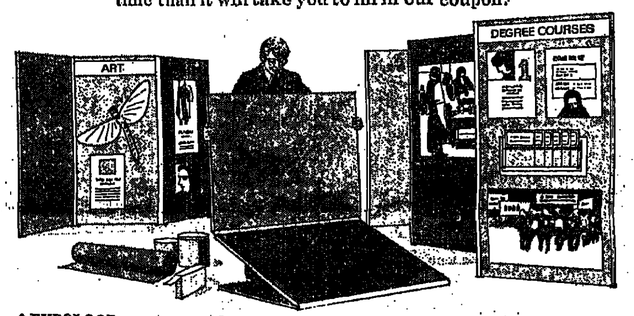
An additional use of the package is to demonstrate to academic staff the different ways in which one topic can be presented. The complete package including the notes and transparencies used on the established course will be available for staff to examine. There will be notes on the different media used including the costs of production.

It is unlikely that everyone will agree with the interpretation and methods of presentation of the topic. It is hoped, however, that it will be recognized that there is much to be gained from learning how to use a library correctly.

The author is educational services officer, Library and Learning Resources Service, City of London Polytechnic.

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THES 28/1/77

Two views of the development of management education

More support needed for management teachers

In our present national economic difficulties government and other quarters are increasingly concerned about the need to equip managers in industry and other sectors of the economy to cope more effectively with the complex, turbulent and highly competitive conditions in which they now have to operate. One way of contributing to improved managerial effectiveness is by the provision of a wide variety of educational activities.

Full-time courses of one year or more are particularly suitable for new entrants to management, or mid-career managers. Part-time courses in polytechnics and colleges of further education provide other opportunities for serving management.

There is a demand for educational activities which are specifically designed to meet the needs of a working group of management people. Many institutions are offering short intensive courses or workshops of a few days duration, sometimes specifically for one company, which the busy manager can find time to attend. Other newer types of programme being considered include action learning programmes, which involve the manager solving real problems and meeting with other participants and a tutor.

New thinking is being used to develop new forms of programme in all sectors, and the creation and activities of the regional management centres (RMCs) are a contributing factor.

There are between 2,500 and 3,000 management teachers in all branches of higher education and a similar number elsewhere such as in industry. The developments referred to above can often call for a reappraisal of the role of management teachers, and create a need for them to understand and be able to implement new modes of learning.

Management teachers often face a daunting situation. They are called upon to be experts in their "subject" which may in some cases be a rapidly developing hybrid management subject such as industrial relations, drawing from several basic academic disciplines. They are required to have relevant management experience. Additionally they need to be able to teach, in an increasing variety of situations and roles.

The management teacher who has high achievement in all three areas at the beginning of his teaching career is very difficult to find. The negative caricature of a management teacher as "a self-taught manager turned self-taught teacher, teaching what some self-taught managers maintain cannot be taught" is equally difficult to find, though not completely unknown.

The desirability of developing both serving and potential management teachers is agreed by many, but the problem is how to do it? Two questions arise:

- What do they need in terms of additional knowledge and skills?
- In what forms can the development be provided?

A recent piece of research by the Lancaster Management Teacher Development Unit has provided some answers to both questions, by asking a sample of management teachers in higher education and their heads of department to identify their development needs for the next five years. Needs were defined in terms of additional subject knowledge in various areas (subject needs), and additional knowledge and skills of teaching (pedagogic needs).

Of the sample, 44 per cent had no pedagogic development of any sort in their career to date. Twenty-one per cent had one academic year or more (the further education teachers were the highest in this respect). The rest of the sample had had some development, ranging from a few days to eight months.

The median amount of pedagogic development received was about four weeks during their career to date. The median amount of development seen as being needed in the next five years (both subject and pedagogy) was equivalent to 19 weeks of development. The need for development did not decrease with age or experience and those who have received the most pedagogic development tended to identify greater needs in the future.

It seems clear from this study that the amount of development received by teachers is not adequate initially and certainly is not keeping up with their needs.

The survey shed light on the balance between teacher's needs for



"For a self-taught manager turned self-taught teacher, teaching what some self-taught managers maintain cannot be taught, you're really sweet."

"subject" and "pedagogic" development. Almost all the sample indicated needs in *both* areas. Additionally a majority identified the need for consulting and research skills.

There were differing views as to which sort of development was most useful. The teachers were more inclined towards developing their "subject" knowledge, while their heads of department placed a greater emphasis on "pedagogy" (except in the polytechnic sector). The university sector saw the least need for any development activity of any sort.

The most frequently identified "subject" development required was for behavioural subjects.

"Subject" development needed	% of teachers who identified this
Organizational Behaviour	42
Business Policy	25
Accounting and Finance	19
Psychology	14

Of the organizational behaviour subjects, the most frequently identified were industrial relations (16 per cent), organizational theory (8 per cent), and group dynamics (6 per cent).

The most often identified area of pedagogic development was for skills involved with the face-to-face interaction with students:

Knowledge and skill in pedagogic area	% of teachers who identified this
Interaction with students	65
Detail design and preparation of learning events and material	48
Design of whole courses, workshops and syllabi	30

The heads of departments' reaction to various forms of development programmes was very much in favour of in-service programmes:

Type of teacher development programme as first choice	% of Heads of Department identifying this
In-service programme involving tutoring but substantially self-directed	45
Programme based on supervised part-time research	29
Full-time programme at a suitable centre	19

Three reasons why teachers' development needs were not being met were identified. First, the difficulty for the present economic situation, of releasing people to attend programmes of substantial length. Second, the lack of finance to pay for any sort of programme run by an external source, and third, the scarcity of programmes on which pedagogic skills appropriate to management teachers can be developed in this country.

The need for development is recognized by many institutions, and some headway is being made with internally run activities, for example in some regional management centres. An easily accessible event is the annual week of workshops, organised by the Association of Teachers of Management, staffed by tutors who are active in the profession.

Our work suggests that resources are urgently required to help with the development of management teachers. In the "subject" area these exist, but the ways in which serving teachers could benefit further would be by providing short "topping-up" events, specifically designed for teachers to deepen or broaden their knowledge, and the finance to release teachers on such programmes.

In the area of pedagogic development additional resources are required for both serving teachers, in programmes which would be localized and have close liaison with the teachers. Additional resources are very modest. There is a need to set up a steering body of knowledgeable people to carry out this task. This would include the design of suitable development events to be run in new ways.

To make a contribution to the problems the Foundation for Management Education's Management Teacher Development Unit at the University of Lancaster for its first two years. The unit is now fully established and is intended to be the nucleus of a national centre for management teacher development.

Plans are being made for a wide range of activities which will include programmes which will lead to higher degrees, intensive short courses, linked in-service modules based on the foundation of the diploma programme. The planning of suitable funding for these activities is already established—a short course in marketing management covered some years ago, and other courses on "subject" and "pedagogic" development would be run in particular institutions—and at Reading University at present a genuinely sympathetic and well-informed group of deans, senior tutors and university authorities.

What is required are additional resources in the future, sometimes the consequence of compared with even the present redundant teacher positions. There seems to be no mitigating circumstances. many quarters that the point of diminishing returns has been reached and there learning should be given. It has been unearthed that was unlisted in appropriate ways to the examiners, and whilst hand of management, the result obtained cannot be retrovital spearhead for the development of management teachers. Only after a second year, or even a failure in the best spearheads of the movement of management subsidiary subject allowed to ride teaching and sharpening of the pencils. another year (regulations notwithstanding), may all be permitted.

What a pity it is that the comparatively small sources needed to be grounds for such action are not available. but stem most often from the economy in this way, because the economy benefit of the doubt, or passionate circumstances, and give much careful assessment by committee. Occasionally a

The author is director of management Teacher Development Unit, University of Lancaster.

Expressed therein is the institutional performance arrival to be poor. His wife cept means the capital him half-way through his and satisfy a specific graduate course, despite inadein the event this could accommodation and financial was not accepted by diploma, and she was then conobjective in the first majority with repeated miscarriage of the MRC policy, as demanding and needing her comes of this husband's devotion and domestic therefore somewhat etc.

Given a proven need which affected him most in defence of a centre of saying him of academic success—is then the need for poverty of linguistic understandcompetitive style for the arrived with, or the constant seeking for reduction of his latter responsi- for differential activities as a husband?

When it came to his initial deliver benefits to attempt at the examination after a ably different from or of these burdens, he retreated tively superior to psychological illness characdelivered by other justifiably deemed "unfit to

This is a client's His recovery on learning of

the full extent of his failure was dramatic, and right. chance to result was dramatic, he failed a year later to pass.

The RMC policy cre- After taking account all his ciation of the need difficulties, his performance was strategies, or their spectacularly poor to rescue him tion effected through any way. However a further reInauguration. vening was nevertheless permitted, and Providing that there failed again.

able (and explicit) Two years of distress were implementation strategy. ment the innovative by his hysterical tears in creation of subjects lavatory after he was told by excellence has much failures committee that he could Without these continue any longer, despite his that his father at home would down him if he returned a failure.

Sympathy, help, tutorial guidance compassionate understanding all been given in abundance, as no many extra opportunities to the requisite examination, but what avail?

In contrast, there was the boy in the North of England who read the first day of his course self-chosen isolate: with a Geordie accent and a girlfriend in Yorkshire, he spent his first year commuting as often as he could afford to on weekend trains back home, or hitching up the A1.

Unhappy when in the south, attending the minimum of lectures, and neglecting his work when in the north, his chosen alienation and his minimal attendance was compounded as an academic handicap by his father's coronary thrombosis in the spring before the son's university examinations.

The almost inevitable and consequent failure meant a "resit" in the summer, and he failed yet again to satisfy the examiners. This was a "hanging matter", but he had not deliberately achieved a state of affairs for some of his (mid-week) work had been outstanding.

On specific inquiry by the university health service, his family doctor at home confirmed the seriousness of the father's illness, and the effect it had on the son. The dilemma was obvious. Should he be "released" from his course a failure, perhaps to start again (for his A levels were distinguished) up north, where it would seem his real heart lay, or should he be given another chance, perhaps thus inevitably to prolong the agony?

His grounds for suspension of studies would have been entirely acceptable, in view of his father's illness, if he had chosen to submit them prior to the examinations, and the case for a repeated year was strong. Should, however, this be offered, or a further resit in the autumn?

To his department the boy stood a fair chance of passing if he did the necessary work. But would his own, and perhaps as important, his father's circumstances improve in time, or would a year off be best?

In the event the candidate was given another resit, which the failure committee recording their willingness to consider eventualities sympathetically after the autumn results, should they remain unfavourable. He passed and transferred to the second year of a northern university nearer home—a rewarding outcome.

The lessons of such cases is that medically it is often impossible to separate what might be seen as the clinical landscape from the social ones; in one is was a record of the wife's illness and the candidate's former mental state, in the other the verification of the gravity of a family bereavement.

In reality it is the tutorial and academic recommendations that are relevant, for many students overcome obstacles of ill-health, family crisis, domestic disorder and even death of their loved ones without academic failure, and often only with a little extra tutorial help, and understanding.

Where, then, does the rightful plea come in, especially when there are so many known, confidentially, to have taken examinations either in extreme psychological distress, or suffering from ailments such as measles yet wanting to "get it over", or in painful agony from fractured limbs yet not wanting to delay their academic progress?

The answer must be that it is relevant only if they fail, or underachieve what was expected of them. For some, despite illness and personal catastrophe, still get firsts.

What happens to a student in his or her personal life is his or her business, unless it impairs their studies. And if it does not, then it may perhaps be a tempering experience of life that gives them later strength. If it does impair the function, however, then it is extremely relevant.

The author is director of Reading University's health service.



The last hurdle: too high for some?

Exam failure: the case of the home-sick Geordie

This occasional series of medical aspects of student life, Alex Gunn looks at factors which affect exam performance

The author is head of management Liverpool Polytechnic.

Correction

The author of last week's article on the Physics Initiative was Dr R. A. Sutton, not Dr Sutton, as stated.

Lesson of RMCs for a policy of 'centres of excellence'

In the current climate of retrenchment in further (and higher) education, the idea of creating centres of excellence for single subjects is being promoted.

Such an idea has many attractions, whether the motives are to concentrate and conserve scarce resources, or to resurrect elitist concepts of education. If, however, this particular form of institutional innovation is to be considered seriously, it is sensible to see what lessons can be learnt from an earlier initiative to create subject-based centres of excellence.

This was the policy of creating centres of excellence in management education: regional management centres (RMCs). As a policy of institutional innovation, it was unique in British further education —it was intended to create a group of new institutions, modelled on a national concept and to promote a single-subject management.

The initial outcome of this RMC policy suggests that the success of further initiatives to create subject-based centres of excellence cannot be taken for granted. But the RMC policy deserves attention because it raises issues central to this type of institutional innovation, and provides an opportunity to examine some of the strategies which underlie such initiatives.

The DES announced its intention in 1971 to establish a limited number (12) of regional management centres in England and Wales. The RMCs were perceived as centres of excellence performing a coordinating role for the provision of management education within their regions.

The RMCs were based on existing academic institutions, and if a prerequisite for any future creation of subject-based centres of excellence is that they are selected from, and based on, existing academic institutions, then the RMC example illustrates vividly some of the key issues involved, and the following three are fundamental.

First there is the issue of subject reputation and credibility. It is essential that the institutions chosen as centres of excellence have a demonstrable and unchallengeable reputation among their peers, evident credibility with their clientele, and internal recognition within their parent institutions.

This guarantees that any coordinating role of satellite institutions is based on the accepted superiority and example of the centre of excellence, and also makes it reasonable to presume that these centres already have adequate resources—adequate to maintain their standards of excellence, and to promote further developments.

One of the problems which beset the RMC policy was the departure from this principle of choosing only established centres of excellence as RMCs. Because the objective of achieving comprehensive regional representation and coordination was given priority in the RMC policy, it became necessary to select as RMCs, in some cases, institutions which were not centres of excellence. Many of the problems which have beset the RMC policy are directly attributable to this flaw—the lack of example, the lack of resources, the inauguration of counter-institutional developments.

Secondly, there is the issue of differential funding. This means that the amount and possibly the manner of providing resources for centres of excellence differ from the resourcing of all the other subjects not selected to form centres of excellence. There are three options available.

One is to rely on the parent institutions' acceptance of the need to provide internally an appropriate resource priority to their part of itself selected as a subject centre of excellence. This method obviously means that other subjects will have lower priorities for resource allocation, and will certainly expose the genuineness of the institutions' own internal recognition of the chosen subject as a centre of excellence.

Another option is to precept the relevant local education authorities. This means that the centre of excellence is financed directly from the l.e.a.s, and not through the parent institution, reasserting is thereby related to a higher institutional tier in the system, but is still kept to the level of local agencies—the same perhaps which are funding the local parent institutions. The problem here is that one is setting up a quasi-autonomous agency.

A third option is to provide central funds direct from the policy innovators to the centres of excellence. This presumes that resources are made available for this innovative development: that the implications of this innovation have been reviewed, and estimates, however notional, have been calculated of the costs to be incurred in this development: that an innovative policy has been complemented with an implementation strategy.

This third option of central funding is particularly relevant when the designated centres of excellence are given additional responsibilities, for example coordination of the subject provision in other institutions within the region. This is a crucial distinction between the centre of excellence as such and between any additional roles given to it for which resources are needed.

The RMC policy suffered and is suffering from lack of clarification on resources. The report which recommended that centres of excellence be established stressed the need for central funds to be made available, and for cost estimates to be worked out before nomination. This was not done. The parent institutions of the nominated centres were expected to provide the necessary resources for the centres not only to maintain credibility, but act as coordinators and resource centre for their regions.

Thirdly, there is the issue of organizational clarity and effectiveness. Subject-based centres of excellence should be based on single institutions, institutions of similar status, and not on institutional status befitting the character of the subject and its clientele.

This is one of the harsh lessons of experience from the RMC policy where half of the nominated RMCs were based on associations of institutions—in some cases associations of institutions of differing status. Inevitably, these RMCs faced problems which were not only predictable, but which, five years on, are still unresolved:

- Initial energy and enthusiasm directed to securing unity within the RMC rather than to the impact of the RMC throughout its region.
- Dual loyalties—to the RMC and to the parent institutions which leads to:
- The need to decide whether the organizational basis of the RMC is unitary or federal, and to which institution is the primary loyalty to be accorded — the RMC or the parent institutions.
- The need for a demand strategy for the RMC concept and an appropriate competitive style for its operation.

The concept of excellence assumes the existence of a norm, and consists of an excess of benefit over and above this norm. The demand for the services of such centres is limitational criteria, but also social criteria—the identification with peer groups judged important, and reinforcing exclusive claims for membership of particular social groups.

Should we accept the DipHE as a one A-level entry course?

J M Gregson discusses some of the problems that face the future development of the DipHE

In 10 years' time will the Diploma of Higher Education be an established and respected qualification, or a brave idea that failed? In the present climate of mumblings about educational unbacks and belttightenings, it is surely pertinent to discuss at this interim stage of the diploma's development what its future might be.

A glance at the document which initiated the diploma immediately underlines how quickly situations can change in higher education. In suggesting the diploma and developing its rationale, the James Committee in 1972 acknowledged that "Fears are sometimes expressed that the supply of teachers would be at risk if students in colleges of education were systematically given the choice of entering careers other than teaching."

Four years later, the sentence has an irony which is particularly savage for the thousands of unemployed qualified teachers.

The real impetus to the development of the diploma came from that Government White Paper of December 1972, *Education: A Framework for Expansion*, a title which in retrospect looks more like deadpan satire than anything in James. This broadened the concept of DipHE courses on the grounds that "a range of intellectually demanding two-year courses will be a critical element in achieving greater flexibility in higher education".

The White Paper followed this green light to development with some guidance about the nature of DipHE courses and their standards: "They must offer a genuine and useful addition to those forms of higher education already available, not a cheap substitute for any of them. This means that they must be no less demanding intellectually than the first two years of a course at degree level. Thus the normal minimum entry qualification should be the same as for degrees or comparable courses."

Though there has been scepticism from the outset in some universities, polytechnics and colleges about the concept and standing of the DipHE, there has been widespread ingenuity and enthusiasm evident in the wide range of institutions which have chosen to develop diploma programmes. Even in these straitened times, this enthusiasm remains a heady draught for those involved in DipHE innovations.

The editorial of the second newsletter of the Association of Colleges implementing DipHE Programmes saw no case for muted trumpets even in January, 1976: "If we are bold enough and big enough to let the ethos of the DipHE direct us, rather than attempt to accommodate it within existing straitjackets, it could well be the greatest step forward in education since Rousseau's *Emile*."

There is therefore considerable energy and enthusiasm from those involved in innovating diploma courses. More important, the courses already operating seem in general to have been well received by students.

Although it is difficult to generalize in so varied a field, students have enjoyed the stimulation of study in programmes that are at once wide-ranging and capable of meeting different individual interests. Yet there are grave problems, and those who ignore them do a disservice to the DipHE's long-term credibility.

Many of the problems stem from an initial failure on the part of the diploma's proponents to recognize one of the great practical truths about higher education: that it is those who have most who want more.

Certainly the history of adult education over the last century is ample demonstration of this: university extra-mural departments have great difficulty in luring to proletarian customers, whilst the Worker's Education Association has become primarily a provider of education for the middle classes because of the same factor.

More recently, the Open University's brave attempt to attract plasterers and bricklayers has met with very limited success, whilst the proportion of teacher applications remains consistently high.

This factor means, in effect, that the more successful a DipHE programme is felt to be by its participants, the greater the proportion of them who will wish to pursue further programmes of study. Yet for many "diplomates" such further study is not easily available.

The exceptions are those students on DipHEs which were planned from the outset as part of degree programmes. The degree submission in these cases is usually a recent one, the most obvious examples being those BEds which included a DipHE and a few modular degrees from the polytechnics. Here the problem is one of the standing of the diploma.

It is difficult to generalize; certainly my own college planned and had accepted by the Council for National Academic Awards a diploma in Jamesian terms with a BEd grafted on to it, rather than a BEd which was a more rigorous restatement of previous concurrent training courses.

For those who designed a degree submission first and then built into it a DipHE, the danger is that the diploma will become merely a "failed degree" qualification, given to those who were unacceptable for or did not wish to follow the third year of the degree course.

This type of course also tends to mask the recruitment problems of the DipHE. Many colleges with arrangements of this type can show apparently healthy recruitment into DipHE programmes, but closer examination will often reveal that it is the degree which is the determining factor in recruitment, however attractive the type of study possible in the diploma programme may be. The free-standing diploma with no obvious degree outlets has had successful recruitment in only a few rather special cases.

There is a conflict here between educational philosophy and individual self-interest, which is not unusual in the British educational system. Can we reasonably expect sixth-form teachers and careers advisers to encourage students to enter even an attractive and suitable DipHE programme, when the same students can in most subject areas obtain direct entry to degree programmes? This is one of the key questions about the long-term development of the diploma.

Of course, the answer is in one sense readily available. Once we accept that few students, whatever their initial intentions, are likely to treat the diploma as a terminal qualification, our attention is concentrated on what follows.

There are two obvious and potentially rewarding lines of development here. The first is into direct vocational training, probably stemming from certain more specific elements within the second year of the DipHE courses. Those BEds stemming from a DipHE programme are existing examples of this; there are obvious fields of development in banking, accountancy, law and business studies.

The other avenue of post-DipHE development is into further non-vocational academic study by means of the completion of a degree programme. Both of these avenues of further study were envisaged by the 1972 White Paper; both are in fact proving difficult or impossible to achieve at present.

The White Paper promised that "the Government will undertake discussions with the appropriate organizations to explore the question of acceptability; meanwhile as employers themselves they will consider how the qualifications might be fitted into their arrangements for recruitment to the public service". Despite this, very little has so far been achieved.

What is needed is direct remission within specialized training programmes for DipHE study, and a constructive dialogue between professional bodies and those providing the DipHE on the type of second-year course which might fit within the second year of the diploma, and yet be appropriate for particular vocational ends.

No one institution can negotiate for the DipHE as a whole; these discussions need to be undertaken at national rather than local level. They are a long time coming.

On the second line of development from DipHE—that of procedure into degree courses—the problem is thrown into sharper relief. Transfer from the diploma to degree courses has proved much more difficult than was envisaged. Indeed the attitude of some universities and some of the subject panels of the CNAA has shown that they accord the diploma a very low currency in higher education.

Transfer with full remission from the diploma to degree programmes remains very much a rarity. Almost the only cases where full remission is available for diplomates are those where DipHE is so tightly tied to a degree as to be in effect the first two years of that degree.

Even within the CNAA some subject panels appear to value the diploma much less highly than the DipHE panel. Insofar as any pattern has emerged, it is that of one year's remission for a full diploma programme in an appropriate area, and no remission, but favourable consideration alongside A level applicants for those who have successfully completed one year of a diploma course.

Thus whatever the views of James, the White Paper and the CNAA, in the practical situation the view which is beginning to prevail seems to be that which sees DipHE as a non degree-level course.

Local authorities are naturally reluctant to grant-aid students for longer than is strictly necessary to a degree programme. Moreover, with the probability of static or declining numbers in higher education by the mid-1980s, and with a markedly increased number of places, can we expect students to opt for anything other than degree courses?

Clearly this complex of factors will lead to modifications to the original philosophy of DipHE. That is natural, and we should not object if a qualification which was *initiated* to introduce greater flexibility is adapted to meet changing present and future circumstances.

Perhaps we would frankly recognize that the difficulties of recruitment among entrants with two A levels and transferability to degree and vocational courses with full remission are long-term problems rather than teething troubles.

There is, of course, ample evidence that mature students without conventional A-level entry qualifications make excellent use of higher education, and the CNAA has recognized the case for their exceptional entry into the diploma and degrees.

The only large-scale source of information on the merits of conventional age to higher education is the colleges of education. An analysis of B.Ed results in most colleges over the last decade will usually show that where entry was not confined to those with two A levels, some of the most distinguished performances came from entrants without A levels, or with only one of them.

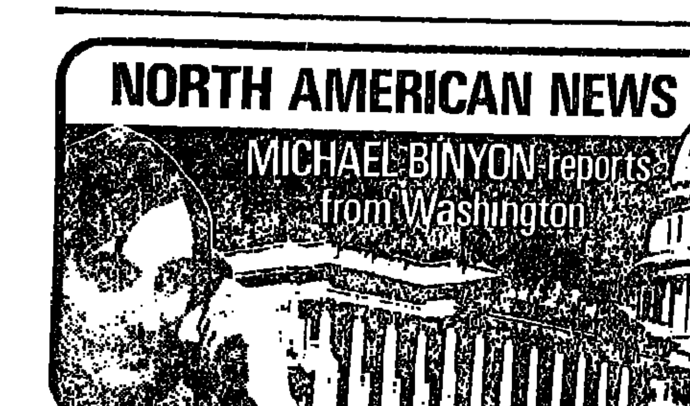
Certainly there is ample evidence in these courses that one A level with a reasonable grade is a better indication of higher educational potential than two minimal passes; nor does the evidence suggest that this capacity is confined to one subject area.

If the DipHE is to be treated as it is at present in many important areas, should we not look at the possibilities it offers as a one A level entry course? We could then accept the idea of one year's remission on degree courses for the diploma, and make the second year of it much more directly vocational for those who decided to specialize in the field of employment by the end of the first year.

In this way the diploma would be proof against the academic sniping levelled at it by many degree course tutors, and would be a much more flexible instrument for meeting the needs of industry and the professions, which it has patently failed to do thus far.

Freed from the constraints which are pressing upon it from the various quarters I have outlined, the DipHE might yet become a muscular and developing animal. It would be a bold step to free it, but it could be the start of a promising journey.

The author is assistant director of the Buckinghamshire College of Higher Education.



The Times Higher Education Supplement (London)
Room 541
National Press Building
Washington DC
Tel.: (202) 638 6765

Carter likely to support most Ford Budget plans

Ex-President Ford's budget, presented in his last week of office, looks, as far as education is concerned, very like last year's. He has again proposed to amalgamate some 23 separate education programmes into block grants paid out to state authorities and totals for various individual programmes—adult education, library resources, handicapped education and emergency school aid—are exactly the same as the amounts either proposed or finally appropriated last year.

The overall education budget is more than $1,000m less than what was spent last year, although the figures only form the basis of the final appropriations. Even last year many of the former President's proposals were overturned by Congress, which increased the education budget considerably.

The main federal involvement in higher education is the provision of student grants. This year's budget strengthens what has become the predominant model, the basic opportunity grant, which is awarded to low-income students. Last year Congress raised the maximum award from $1,400 a year to $1,800. Mr Ford has asked for a total of $1,800m for these grants which he expects to pay for just over two million grants averaging $880.

One unfortunate increase is the amount proposed to cover defaults on repayments of student loans. The rate is already disturbingly high—in 1976 the government paid banks and other lending agencies $166m to reimburse outstanding debts of former students who had gone bankrupt.

The present default rate of 12.1 per cent is expected to rise to 13.5 per cent in 1978: the government says this is because more loans will mature then and have the probability of defaulting. More students following vocational courses are also likely to default on repayments.

Direct assistance to universities and colleges is not proposed and the remaining minor programmes of institutional aid will be eliminated. So also will the grants to encourage the enrolment of veterans. The peak has passed, and anyway veterans receive immense benefits—now in the process of reform—from the Veterans' Administration.

Mr Ford has proposed a special fund of $73m for "talent search" in higher education—special college programmes to identify potential students from minority groups and the disadvantaged. Some $3m will also be available for counselling and supportive services intended to persuade more blacks and disadvantaged students to pursue a professional education.

These proposals for 1978, will, according to the small print in the 1,000-page appendix to the Budget statement, "assist in overcoming a major problem in pursuing equality of opportunity through affirmative action by helping to increase the number of qualified minority candidates for graduate and professional schools."

Mr Carter has no quarrel with the philosophy of any of these proposals, nor is he likely to cut back Mr Ford's extra money for science and basic research. Overall support for this is to go up 3 per cent in real terms. The National Science Foundation will get $825m in 1978 compared with an estimated $737m for this year. For the first time a two-year view is taken of many of the proposals; in 1979, Mr Ford would like to see the foundation get $886m.

Universities will benefit from the very steep rise in federal expenditure on energy research—up 26 per cent from this year's total. But in other fields, especially the environment and social programmes, the budget cuts back total funds and research will be reduced correspondingly.

Much of the federal education budget deals with the many secondary school programmes enacted over the years by Congress. Mr Ford would cut many of these programmes, he wants, too, to get rid of a bizarre grant called "Impact Aid" which compensates local school districts for having in their bounds federal government buildings that pay no property tax and therefore do not contribute to school budgets.

The budget for the National Institute of Education, the Government research body, will rise from $88m this year to $94m in 1978 and, it is hoped, $106m in 1979, but total amounts for research and general education aids are estimated at $1,200m in both 1978 and 1979—compared with $1,100m this year.

Campuses reject union bid

America's largest teachers' union, the National Education Association, has been politely rebuffed in its attempt to form an alliance with the American Association of University Professors.

The NEA suggested that the two unions should coordinate their efforts to unionize university teachers, and not attempt to dislodge each other from a campus where one was seeking to become or was already the certified bargaining agent.

It also proposed that members of the joint union should pay their dues to the NEA which would then pay a set amount a member to the AAUP. All NEA members in higher education would become members of the AAUP.

Additionally, the NEA would provide all collective bargaining services, and the AAUP would deal with such matters as the defence of academic freedom.

The AAUP's main reason for rejecting any alliance is the fear that it would be swamped. It has only 65,000 active members, compared with 1,700,000 members of the NEA. Although the NEA already has 64,000 members in higher education, its primary interest lies in the school system.

$1m for sea-food

A joint grant of over $1m has been given to the State University of New York and Cornell University by the National Oceanic and Atmosphere Administration for research on food from the sea and coastal zone studies. The grant will be matched by nonfederal funds, bringing it up to about $2m.

Retreat over tax

Mr William Simon, the Treasury Secretary, has withdrawn a controversial plan to tax the value of free tuition programmes offered by many American colleges to children of college teachers (*THES*, January 21).

The Treasury has retreated in the face of the academic storm the proposal raised.

Poll shows Stanford emerging as top centre of excellence

Stanford is considered the best university in the United States for the study of education and business, and the third best for the study of law, according to a meticulous new rating of these three professional schools in major American universities. Harvard is considered the best for law, and second best for education and business.

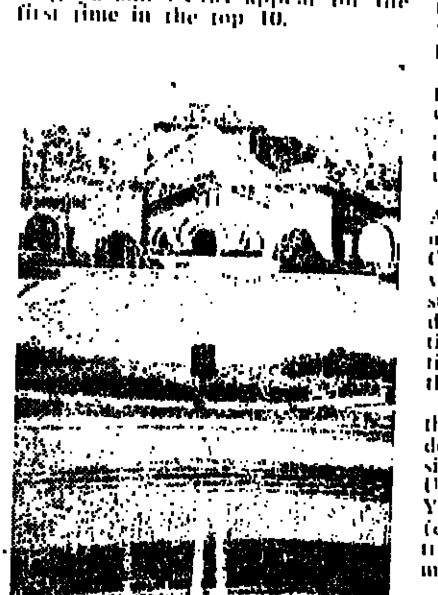
The ratings, by a California research team, draw on the judgments of leading scholars in a large number of universities and are, according to the researchers, far more representative and reliable than earlier ratings which drew exclusively on the judgment of deans. The tables are published in the current issue of *Change* magazine.

Raters were asked to evaluate schools for the quality of their teachers and their "educational attractiveness". The research team then worked out the combined scores. They found that the top 10 education schools were, in order: Stanford, Harvard, University of Chicago, University of California Los Angeles, University of California Berkeley, University of Wisconsin, Teachers' College Columbia University, and in joint place at number eight Ohio State University, University of Michigan and University of Illinois.

The top business schools were: Stanford, Harvard, Massachusetts Institute of Technology, University of Chicago, Carnegie-Mellon University, University of California Berkeley, University of Pennsylvania, University of California Los Angeles, Northwestern University and Cornell.

The top law schools were: Harvard, Yale, Stanford, University of Michigan, University of Chicago, University of California Berkeley, Columbia University, University of Pennsylvania, University of Virginia and University of California Los Angeles.

These rankings—which are of great, and, it is often said, undue importance in America—differ markedly from the earlier survey which asked the judgement only of deans. In education the striking difference is that the two campuses of the University of California are ranked much higher: the deans put UCLA twelfth, and Berkeley did not make the list at all. In business MIT comes higher than it did on the deans' list. So, too, does Cornell which did not make their list at all. Similarly, in law the University of Virginia and UCLA appear for the first time in the top 10.



Stanford: table-topping

A comparison of the top 10 private universities with the top 10 public universities in the three fields emphasizes the predominance of the private sector. Although six of the 10 leading schools of education are public, the three most highly rated—Stanford, Harvard and Chicago—are private. UCLA and Berkeley, which were first and second among public institutions, are fourth and fifth in ... rankings.

Private universities ... law school rankings ... Yale and Stanford ... and three other private ... in the top 10. In ... of the top private ... York University, which still has a far higher ... the University of ... which came tenth ... public law schools.

But it is in business ... private institutions ... come out top. The ... all private. And the ... campuses are the ... universities on the ...

The survey was ... Alan Cartter and ... other members of the ... California. They ... versities granting PhDs ... studies, 91 law ... doctoral-granting ... tion. Academics in ... ties of each field ... their rankings.

The survey is ... three professional ... does not give a picture ... sity's overall academic ... Universities such as ... Yale which do not ... (except for Yale's law ...) traditionally strong in ... mic areas.

But the survey—... precedent will be ... does point to the ... of Stanford as one of ... leading academic institutions ... university has ranked ... in a whole range of ... veys over the years ... particularly visible ... mic excellence.

There are several reasons ... Stanford went through ... dented boom in money ... tion in the 1950s and ... university except Harvard ... ceives as much ... support. The business ... also benefited from ... fornia, where it is ... try will grow 25 per cent ... in the rest of America.

Women PhDs 'less well paid'

Women PhDs in science and engineering continue to make less money and find themselves out of work more often than their male counterparts.

These are the central findings of two National Research Council reports, one a profile of doctoral scientists and engineers in the United States, the other a comparison of 1975 figures on employment with similar data from 1973.

According to the 1975 profile, the median annual salary for all men and women doctoral scientists and engineers was $23,000, with engineers earning the highest median salary—$25,000. The median salary for men was $23,500, while for women it was only $19,000. Female doctoral engineers did slightly better: their median salary was about $21,000 compared to over $25,000 for male engineers.

The 1975 profile also indicates that the unemployment rate among women science and engineering PhDs is significantly higher than it is for men: 3 per cent for women, 0.8 per cent for men, the comparison with 1973 figures shows a slight improvement: then the respective figures were 3.9 and 0.9 per cent.

Women made up 9 per cent of the science and engineering doctoral population. They were found chiefly in the psychology, biosciences and the social sciences, members of racial minority groups accounted for 6 per cent of the doctoral science and population.

The 1973-1975 comparison report found that those who had received their PhDs within the past two years had a much higher unemployment rate than graduates of earlier years. The highest rate of unemployment in all science and engineering fields in 1973 was in chemistry and physics/astronomy—1.7 and 1.5 per cent respectively. In 1975 physics/astronomy PhDs again had the highest unemployment rate at 1.6 per cent.

New faces for Washington

Two top jobs in the Department of Health, Education and Welfare have been filled by women from minority groups; and two top university administrators have been appointed to the key posts in education.

Mr Hale Champion, financial vice-president of Harvard, is the new under-secretary, deputy to Mr Joseph Califano, and Dr Ernest Boyer, chancellor of the State University of New York, is the new Commissioner of Education. Dr Mary Berry, a black and chancellor of the University of Colorado, is assistant secretary for education, and Ms Arabella Martinez, a Hispanic and social programme manager for Washington DC, is assistant secretary for human development. In addition, Mr Henry Aaron, an economist at the Brookings Institute, is assistant secretary for planning and evaluation.

The appointments bring a strong team to HEW. Mr Champion has been in charge of the finances of the richest university in America for the past six years and is regarded as an excellent planner and organizer—something HEW needs badly.

Dr Boyer is head of the largest university in America and is highly regarded in the academic ... an energetic and innovative ... istrator. He has just ... America after spending ... term at Wolfson College ... His new job involves ... running of the United ... of Education, the ... section in HEW.

Dr Berry, at 38, ... up her position in ... that she was at the ... Maryland. Ms Martinez ... served as director ... Spanish-speaking ... non-profit economic ... lopment organization ... Her appointment and ... Berry clearly reflect ... Carter's determination ... women and minority ... Government.

The puzzling appointment ... of Dr Boyer. He is a ... ful and better known ... Dr Berry, who has the ... He has been Chancellor ... SUNY for six years and ... considerable reputation ... HEW job does not ... motion, but it could be ... being groomed to be ... Education if and when ... ate department is created ... dent of HEW.

... and the old return to co...

One by one the members of the last Administration are going back to college. Former President Ford is going to Yale University next week as a visiting fellow, Dr Kissinger is taking up an appointment at Georgetown University in Washington, Dr Edward Levi, former Attorney General, has gone back to the University of Chicago as a professor, and Dr David Mathews, former Secretary of Health, Education and Welfare, has resumed the Presidency of the University of Alabama.

Mr Ford's appointment at Yale is only for three days. He is to be a visiting fellow in residence. He will go to classes and lectures, have meals with the students, attend receptions and take part ... —all off the record.

The fellowship, ... 1930s to promote ... ment service, has ... ber of former Presidents ... Ministers to Yale ... Edward Heath, Clement ... Harry Truman.

Dr Kissinger's new ... more demanding. He ... month appointment ... $15,000 at Georgetown ... will have the ... professor of diplomacy ... versity's School of Foreign ... —an undergraduate ... of counsellor at the ... Strategic and International ... a research unit.

...ading business school ...els jobs pinch

... Guy Neave

PARIS

... prestigious French business ..., the *Ecole des Hautes Etudes Commerciales*, is setting up a com... to suggest wide-ranging ... in teaching policy. It is ... that one of the topics to be ... will be the introduction ... tion at the end of the first ... cause of the fewer top jobs ... ailable in management. This ... be a major change in policy. ... ent, there is no weeding out ... in the course of under... e studies.

HEC, a top-level establish... un under the auspices of the ... Chamber of Commerce, has ... 800 students enrolled on ... our courses in management ...

... conditions are stiff. Unlike ... versities, where admission is ... all school leavers with the ... *ureat*, the HEC sets its own ... tive examination.

... year, some 2,774 candidates ... the exam: 264 were ... d, 66 of whom were women. ... han 70 per cent had attended ... in Paris. This is not un... few schools have the ... es to prepare their pupils for ... npetition.

... nts from the HEC are com... regarded as the future élite ... business world. They occupy ... itions in private industry as managers, accountants, consultants, marketing and sales directors. Most of them—at least one third in the class of 1970, gravitate towards finance, and accountancy. Many are from old-established families—far more than in the universities.

With its stringent entry conditions, and the high status background of its students, the HEC is often seen as the business world's counterpart to the *Ecole Polytechnique* or to *Ecole Nationale d'Administration*. It is from these two institutions that the state draws its top-flight administrators and engineers for public industry.

Situated just outside Paris at Jouy en Jossas, the HEC has links throughout the world. Recently it set up a three-way exchange scheme with Harvard and Manchester Business School. It also holds in-service courses for top-level management.

Reform is not unknown to the HEC. Last year it carried out considerable changes to its study programme. A foundation course was introduced and students given wider choice in subjects. This was designed to allow undergraduates to tailor their studies to the state of the labour market.

Whatever the recommendations of the committee, the mere fact of its establishment shows that the constraints on the universities are also beginning to tell upon even high prestige, top-level institutions.

...nd ...U' scheme expected to rely ... existing institutions

...ur correspondent

STOCKHOLM

...eation of regional "open ...ties", each based at one of ...t existing multi-faculty full ...ities, is being considered by ...vernment following recom...ons by the Finnish Cultural ...tion.

...report, by a committee in... university, adult education ...nnish Broadcasting Company ...ntatives, favours developing ... facilities rather than creat... new institution like Britain's ... University, which it was felt ... be too expensive.

... eight new open university ...ments would form the nucleus ...gional units covering the ... including other single-... universities, 86 folk high ... —which offer residential ... tuition—265 adult education ... providing mainly evening ... and 21 university-level sum... courses.

...ational commission would act ...rdinator for the eight units ... maintain links with overseas ... universities.

...rses and teaching would be ...ised by the eight departments ... their branches at adult insti... and folk high schools. The ...sities would also adopt cur... choose tuition methods and materials and approve non-university tutors.

Tuition would be initially mainly direct, relying almost exclusively on university teachers, who would take on the extra intruction load as overtime. Later, however, private study through correspondence courses, national radio and television and regional radio would dominate.

Students would study mainly at home, attending intensive or evening courses offered by their nearest university or college. They would also be expected to undertake laboratory or other research work at the summer universities, which currently offer tuition to about 40,000 over-16s regardless of their educational background.

The report, which lays most emphasis on developing adult rather than simply higher education, favours a gradual development of open university-style teaching. The main target should be workers and housewives over 25 who missed earlier chances to undertake full-time university studies—especially for geographical reasons—or lack of formal qualifications—and need training or re-training in connection with work.

Courses would be based on a credit point system and students should be able to study for a new intermediate qualification as well as traditional full-length degrees.

...ralia ...udents discuss union merger

... William Purvis

SYDNEY

... Australian Union of Students, ... enting some 250,000 tertiary ... nts, met behind closed doors ... elbourne last week in radical ... Only the student press was ... ited.

... the proposals discussed ... move to affiliate the AUS ... the 125,000-strong Australian ... ers Federation. This could lead ... ventual amalgamation but the ... request for affiliation has first ... approved by the teachers' body ... meeting in mid-March.

... it does go through it would ... the amalgamated body the ... gest education lobby in Aus... in terms of numbers at least. ... combined 175,000 member... would also be more than double ... numerical strength of the ...ry's biggest industrial union, ... Amalgamated Metal Workers ...

... other proposal called for ter... students and academic staff to ... over the country's seats of ... ing to make them "organizing ... es for anti-capitalist activities".

The proposal also urged a ban on secret research on any campus for any government and a ban on research with special interest in big business. It suggested that business firms should be barred from recruiting their staffs on campus.

There were indications, however, that the radical leaders of the AUS did not get things all their own way in the conference.

Its travel agency, AUS Travel, is owed A$270,000 by its recently collapsed British counterpart. The radicals wanted to sever financial connexions with its best customer, Thai Airways International, because of opposition to the Thai military junta. Cutting the Thai connexion would cost the AUS about A$250,000 a year and put it in dire financial trouble. But reports before the conference ended said the Thai boycott plan was being resisted.

Students, as in Britain, pay a compulsory levy to belong to their unions and most of them see cheap travel as the only tangible benefit of that membership.

Sweden

Budget emphasizes needs of adults

from Mike Duckenfield

STOCKHOLM

A major boost for adult education, but no real growth in spending on universities and colleges is contained in the centre-right coalition government's first annual budget proposals.

While overall education spending, and that for higher education, is to rise 12 per cent to 17,300m Skr (£2,471.4m) during the year beginning this July—in line with the increase in total government spending—that on adult learning is to rise by 20 per cent.

During the past five years, state spending on the adult sector has risen 150 per cent. By the end of the coming financial year it will have trebled to account for 8.3 per cent of all education expenditure.

Partly coinciding with this, study support costs are expected to rise 36 per cent with more grants being provided for those wanting to take time off from work.

To pay for these grants, employers' adult education fund contributions are to be raised from 0.15 to 0.25 per cent of companies' annual wage costs. Particular emphasis is to be placed on the needs of low income earners, the poorly educated and illiterates.

Last year pupil teaching hours for adult classes rose by 10 per cent to around the 10m mark. The government now hopes to increase this to 11m by raising the number of grants and increasing subsidies to the educational associations and folk high schools.

The gradual revision of rules for means-testing married students' grants was also announced. In future, after a three-year transition period, married, full-time students' spouses will be able to earn 62,000 Skr a year before their partner's study support is reduced. The reform is expected to aid married women students most.

Support to the three new national research councils replacing the previous five this spring is to be increased by almost 15 per cent. Spending on comprehensives is to rise 8 per cent, on upper secondary schools 5 per cent, and on cultural affairs 23 per cent.

South Africa

Big rises in tuition fees

from Martin Feinstein

CAPE TOWN

Almost all South African universities have sharply increased tuition fees for the 1977 academic year due to rising operating costs. The University of Pretoria is the only one where fees are to remain the same.

The highest increase was announced by the University of South Africa, a correspondence university, where registration and tuition fees together have risen by an average of 40 per cent. The University of Cape Town has raised its fees by an average of 8 per cent. Tuition for a BA degree now costs R480 (£240) a year, and for a BSc R640 a year.

The University of the Witwatersrand announced a general 10 per cent increase in tuition and residence fees, except for education and postgraduate students. Residence now costs R800 a year.

Rhodes University has increased its fees by an average of R60, so that a resident student can now expect to pay R1,230 a year. The Coloured University of the Western Cape has increased its fees by about 33 per cent.

Professor Jannie de Villiers, Rector of the University of Stellenbosch, where fees have gone up by 15 per cent, said that rising costs throughout the year had made the increases unavoidable.

Meanwhile, Professor G. R. Bozzoli, Principal of the University of the Witwatersrand, has appealed for the opening of White and Black universities to all races.

He told an Institute of Race Relations' conference that the removal of university apartheid, which could be done with "little or no disturbance", would result in a tendency towards natural segregation. Once the mistrust caused by enforced segregation had disappeared, he said, Blacks would take pride in their best universities which would remain predominantly black.

Holland

Universities fear further erosion of powers

from Lynn George

AMSTERDAM

Inundated over the past four years with a stream of proposals and reforms which in the long term will dismantle much of their traditional autonomy, the universities are returning for the new term amid growing fears for their future.

The Universities Council, their official mouthpiece, continues to strongly criticize Dr Jos van Kemenade, Education Minister, arguing that his decisions are taken from a too narrowly financial standpoint.

For instance, the minister's plans for a quicker turnover of students by limiting the length of courses and fewer academic courses to offset an overtaxed budget have been condemned.

Admissions policy is a further source of irritation. The minister wants to introduce a *numerus fixus*, especially to expensive courses, which is related to predicted labour market trends.

So far, Parliament has refused Dr van Kemenade permission to do this.

Italy

Wide-ranging reforms aim at more equal entry chances

from Patricia Clough

ROME

The Cabinet has approved an important educational reform designed, among other things, to create fairer chances for all to get the best out of a university education.

The reform consists of a complete overhaul of the outdated secondary school system, which covers the 14-19 age group. At present the education provided by these schools is extremely uneven and pupils from many of them have the greatest difficulty in keeping up with university courses.

The secondary schools date back largely to the Fascist era when they were organized to maintain strict class distinctions. On the one hand there were the grammar schools for the children of better off families who then went on to university and entered government, the professions and other top positions. For the rest there were the specialist vocational and professional training schools which turned out the white collar workers and technicians.

The need to change this anachronistic system became particularly acute in the 1960s when the Socialists entered the government and insisted that university entrance be made available to all who had completed their secondary education.

It was soon found that many of the new students who swarmed into the universities were quite unprepared, intellectually, to follow university level courses.

The Reform Bill replaces the different secondary schools by a uniform five-year system. This consists of one general year followed by four years with a wide range of compulsory subjects combined with the possibility of specializing in one of a number of "channels".

The purpose of the new system is to enable the pupils to go on to university if they wish, but also to provide a basic preparation for a profession if they do not.

Pupils who pass their leaving examination will be able to go on to study their chosen subject at university.

Until now all arguments in favour of limiting entrance to Italy's now chronically overcrowded universities have come up against the reply that any method of selection would inevitably favour the more privileged children from the grammar schools.

A cryptic sentence in the Reform Bill states that the Education Minister will "decide the conditions for access" to the various faculties.

This indicates that it is hoped that the standardization of secondary education will make it possible to practise some kind of selection without discriminating against young people from less privileged educational backgrounds.



Milan's Catholic University—entry will be made fairer

West Germany

About-turn over staff cuts

by Günther Kloss

Recent plans by a number of *Länder* governments to cut back university staff will seriously jeopardize the special plans being made to accommodate during the next few years many thousands of extra students. The fear is that they will be turned away and flood the labour market, thus preventing other school leavers with lower qualifications from getting jobs. The plans had been agreed (or so it seemed) by all political parties and *Länder* governments.

Financial considerations are only partially responsible for the about-turn. The governments are more worried about training too many teachers in view of the declining birthrate. Although there is at present still a considerable staff shortage and classes are generally too big ministers fear that unemployment among new graduate teachers will soon be very serious.

In Germany the substantial majority of students following arts, some social science and even one or two science courses traditionally want to become teachers. Most of these are university trained. It is for this reason that the *numerus clausus* has not been lifted for such courses as it has for many others, and that staff cuts are falling especially on these subjects.

Baden-Württemberg has gone further in this direction than any other *Land*. It intends to cut 900 established posts during 1977. The original idea was to close down entire faculties at two or three universities, including Stuttgart, a technical university with strongly developed arts and social science schools, Mannheim and Konstanz.

This would have meant redundancies for all staff with limited contracts—many posts have in any case been lost in this way—and the compulsory transfer of all staff with tenure to other universities.

After massive pressure from the universities this drastic plan has now been watered down. But the nine universities of the *Land* are still being required to nominate by the end of this month a first batch of 300 posts which will be eliminated. The rest will follow later.

Nationally, the universities see themselves powerless. Their willingness to make a special effort to cope with the expected bulge of applicants has considerably weakened. Once again it has been shown that in the Federal Republic educational planning without a binding, federation-wide programme makes no sense.

TIMES PAST — THE TIMES

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Polytechnics and the ILEA

The Inner London Education Authority has taken one decision and is on the brink of taking another that will bring County Hall into conflict with its five polytechnics. The first was to ask them to reduce their proportion of overseas students to 10 per cent by 1982. Any polytechnic which declines to do so has been warned their grant from the ILEA will be cut. The second decision, yet to be formally taken, is to carry out a detailed audit of the accounts of the polytechnics—using the Greater London Council's own accountants.

These two decisions raise fundamental questions about the quality of the relationship between polytechnics and their mainraining local authorities (although it is perhaps more sensible to regard the ILEA as an embryonic regional authority). Polytechnic directors, no doubt with their tongues safely in their cheeks, sometimes used to complain that while they personally supported the principle of local government control the local authorities themselves just were not interested in polytechnics, except on the level of the proper number of car parking attendants. After these decisions no one will be able to accuse the ILEA of lack of interest. They will have far-reaching implications not only for resources but for higher and further education policy in London as well.

This goes to the heart of the matter. The conventional wisdom is that local authorities are responsible for "resources" questions—new buildings, yearly estimates, the overall number of students and so on—but should leave "academic" questions to the polytechnics. In practice an authority cannot discharge its responsibilities effectively without taking some view of the educational policy it would like its polytechnics to pursue. Nor can a polytechnic retain exclusive control over academic questions unless the authority adopts an inert policy on resources.

The two ILEA decisions show this clearly. The first, the reduction in the proportion of overseas students, will save the authority no money (except to the extent that the total "pool" for advanced further education is reduced) so it cannot really be justified in terms of saving resources. But this new policy on overseas students does have important implications for the educational developments of the inner London polytechnics. If the ILEA had not acted (and if the Government had not increased tuition fees) the polytechnics might have been able in the 1980s when the falling birthrate begins to affect higher educarion to fill up any vacant places with overseas students. Now they may have to diversify in other ways to attract young and not-so-young people living in London. Their aim may have to shift from Nigeria to Brixton.

The motives behind the second decision, the audit of internal accounts, appear to be entirely the other way round. Here there is a sound justification in terms of resources. At a time when resources for education are very scarce it is simply good husbandry to make sure that any request for supplementary grants from the polytechnics is completed justified. But from an educational point of view this policy could have unfortunate consequences. It could at a stroke remove any incentive the polytechnics at present have to maintain or even increase their number of short courses and other activities of immediate utility to the community. If the polytechnics are to be discouraged by overzealous financial scrutiny from undertaking these valuable activities they will probably decide to concentrate even more on quasi-university work—which is unlikely to help the people of inner London much.

The most sensible way to resolve this conflict is by a judgment of Solomon. The ILEA has a clear public duty to make the best possible use of the resources available for education in London and so cannot ignore entirely the "private" earnings of its polytechnics (and certainly not any evidence of uneconomical use of grants from the authority). But it has an equally compelling duty to direct the five polytechnics along the educational road which in its judgment is most appropriate. The polytechnics must be left with some incentive to provide community-oriented education. Perhaps they should be allowed to keep half of the extra income they generate in this way.

Many, of course, will conclude that the only solution is to remove polytechnics from the last vestiges of local government control. They will see the apparent contradiction between the ILEA's two decisions as further evidence of the inability of local authorities to exercise any financial control over the polytechnics which is remotely consistent with their academic purpose.

That would be a wrong, or at any rate a premature, conclusion. There is no need to throw out the baby of public accountability to the democratically elected representatives of local people with the bathwater of inadequate procedures and fudged purposes. Democracy is nearly always an administratively inconvenient system of government: it also happens to be a fundamental condition of constitutional freedom. In any case there is no very convincing evidence that the endemic conflict between public accountability and corporate autonomy would be eased if its focus moved 200 yards down the street from County Hall to Elizabeth House. Instead of being hilariously feisty insensitive meddling, the ILEA should be congratulated for at least trying to evolve a more positive and more sophisticated policy for its five polytechnics.

Those who are still addicted to the idea of creating a regional structure for the public sector of higher education should read this week's McKinsey report on the disastrous reorganisation of the National Health Service. It shows how the public interest is soon submerged in a sea of special interests and bureaucratic fumbling. The Oakes committee must be sure beyond any reasonable doubt that there is a proper alternative before dismantling local government responsibility for advanced further education.

Faith, hope and cuts

The news from the Department of Education and Science this January has been like the weather—cold, dark and depressing. Last week Mr Oakes announced that the Government now expected there would only be 560,000 students in higher education at the end of the decade. As any half-perceptive observer had realized months ago that the previous target of 600,000 was already a dead letter the announcement caused hardly a stir. This week Mrs Williams announced the final list of colleges of education that are to close. Again the *annui de fatalism* seems to have silenced critics who a year ago would have clogged the airwaves and the printing presses with their protests. The fate of the colleges has ceased to be a public scandal and has become a private agony.

This is not the time to go over old ground. It is enough to say that Mr Oakes is quite wrong and that Mrs Williams is half-right. But this winter of 1977 is a time to reflect on the broader consequences of this cruel but perhaps necessary extinction of the hopes of the 1960s. At the very time when Britain needs to regenerate not only its industry but its former energy, enterprise and enthusiasm for progress (in an almost high Victorian sense), these three qualities have been badly bruised in higher education. The momentum of expansion once lost is difficult to regain. Even more difficult to recreate is the momentum of hope in the possibility of a better future.

LETTERS TO THE EDITOR

Colleges of education's role

Sir,—Your analysis of the role of the colleges of education (*THES* January 14) in the 1980s will not do on three counts.

First, you rightly indicate that in attempting to diversify into degree-level courses, the colleges are entering into a field where there is already sound provision in universities and polytechnics. Your solution, however, that the colleges should provide for the further education needs of the 16 to 19 year olds totally ignores the fact that the network of colleges of further education would see this as their preserve. In aspiring "upwards" or "downwards" the colleges will enter into competition with existing institutions.

On the second count, you describe the colleges' attempts to diversify into degree level work as "short-sighted" and "unseemly", but this takes no note of the recommendations of both the James Report on Teacher Education (paragraph 6.7) and the Government White Paper, "Education, a Framework for Expansion" (paragraphs 152 and 160), that the colleges of education should move from their monotechnic industry and become "major institutions of higher education".

Finally, your analysis takes no note of the quality of teachers entering the teaching profession and of the status of the Bachelor of Education degree. You indicate that the traditional route into higher education of the school leaver with O levels, but no A levels, is in danger of being "choked off".

Against this you need to note that in 1971 the Association of Teachers in Colleges and Departments of Education, in a memorandum submitted to the James Committee on Teacher Education, said (paragraph 2.1) that whereas in 1961 15.4 per cent of the relevant age group held at least five O levels, in 1971 it was estimated that 15.1 per cent would hold two or more A levels and that this proportion was expected to rise.

The memorandum went on to say: "If the colleges are to ensure that they recruit from the same band of school leavers as they did 10 years ago, the minimum entrance qualification must be raised. We cannot envisage the education system of a developed society being adequately served by recruits drawn from below the top 20 per cent, in terms of academic attainment, of the nation's talent."

Your analysis, although open to question, of course indicates the problem of what to do with the colleges of education. It is not possible to put the clock back and we must accept that many of the students who would previously have gone to these colleges now go to universities or polytechnics. I would suggest, however, that there may be two ways forward.

Firstly, for a few colleges to remain as major monotechnics specializing in teaching, but with a strong research base, and that these be achieved by merging some university departments of education with these colleges. In connexion with this, that serious thought be given to applying the best of the teaching hospital concept to these major monotechnic institutions.

Secondly, for a few colleges to be allowed to become major diversified colleges of higher education in their own right, providing that their courses are distinctly different from those offered in universities. To be more specific, that their courses should be concerned with producing students with personal qualities rather than traditional academic qualities; qualities of character, personality, human insight, analysis, imagination and compassion, who could be used by industry and the caring professions.

Clearly there is no traditional yardstick in higher education for measuring the worth of courses of this kind, but this need not preclude their development, although present validation procedures tend to be conservative.

In the case of both solutions, the colleges must be of a viable size, and this is likely to be from 900 to 1,200 students and, secondly, it will not be possible to achieve these aims by simply recruiting present staff.

In short, it is not possible just to let the colleges sink or swim; it is necessary to establish a firm policy to let them develop along a distinctive path.

Yours faithfully,
GRAHAM STODD,
Senior lecturer in education,
Bishop Otter College,
Chichester, Sussex.

Poly audits

Sir,—Your report (*THES*, January 21) on the disagreement between the ILEA and the five Inner London polytechnics on the best method of providing a system of "internal audit", must have confused your readers outside these polytechnics as much as it bemused those of us within them. We do *not* keep two sets of accounts—one "external" and one "internal."

Our accounts are audited by firms of professional auditors, some very large and all being of impeccable reputation. They have access to all our accounting records. They provide for our governing courts and councils (and also for the registrar of companies, since we are all subject to the Companies Acts) the certified accounts and, where necessary, comments on them.

All this information is regularly sent to the ILEA, as a matter of course. We have further offered to provide for the ILEA, any additional information that they may seek and for it to be certified by our auditors.

The "internal audit" that is now being proposed, and which we all welcome the opportunity to introduce, is not to be a scrutiny of accounts that were previously "hidden" but an on-going appraisal of the efficiency and economy of all our many activities. I repeat, we welcome such a move.

The remarks of "a leading Conservative member of the ILEA" that "there are accounting 'fiddles' going on and we need the audit to get to the bottom of them" can only be an expression of one individual's opinion. They do not accord with any facts we have.

Yours faithfully,
V. PEREIRA-MENDOZA,
Chairman,
Committee of Directors of London Polytechnics
Polytechnic of the South Bank,
London, SE1 0AA.

WEA and Mansbridge

Sir,—Mr McCulloch (*THES*, January 14) seeks to cast doubt upon the social purpose of the Workers' Education Association which was founded in 1903, by reference to a paragraph in a book about the Co-operative Building Society written by Mansbridge in 1933, 18 years after he had given up the general secretaryship of the WEA.

In 1907-8 Mansbridge demanded the opening of Oxford to worker-students; a reform of its curriculum; a system of tutorial classes in which WEA groups would choose the tutor as well as the subject; and secondary education for all, with maintenance grants for poorer pupils—hardly a conservative programme. Later in life he tended to view adult education less as an instrument of social change and more as an end in itself, so that his statements took on a more conservative tone. He was, in any case, not the only Englishman to be less radical at the age of 57 than at the age of 31.

Yours faithfully,
BERNARD JENNINGS,
Professor of Adult Education,
University of Hull.

Job creation

Sir,—The Social Services and Employment Sub-Committee of the House of Commons Expenditure Committee (Chairman: Mrs Renee Short) is embarking on an inquiry into the job creation programme.

While the sub-committee is, of course, contacting specific organizations and individuals having some particular locus in the matter, they feel that many of your readers might have views that might interest them.

Yours faithfully,
D. A. C. MORRISON,
Clerk to the Sub-Committee,
Social Services and Employment Sub-Committee,
House of Commons,
London, SW1.

Applied Sci

Sir,—I was interested to [illegible] which you published on [illegible] of the Select Committee [illegible] and Technology (*THES*, [illegible] 24, 1976) to give a [illegible] sion to our Christmas [illegible]

Mr Warren, of the [illegible] Leicester Polytechnic, [illegible] enough to support my [illegible] ward earlier, that [illegible] "applied science" [illegible] into bad habits in [illegible] most languages do [illegible] absurd construction. [illegible] implies misleadingly, as it rightly argues, that [illegible] science is applicable; [illegible] sensible job-holder, [illegible] works, dips into the [illegible] of science wherever he [illegible]

It is sensible to consid[illegible] two letters together. Mr [illegible] the University of Lancas[illegible] that post-Robbins we [illegible] founded a prestigious Eu[illegible] Institute of Technology; Mr Ashford of Wes[illegible] College of Commerce [illegible] nology thinks that firms [illegible] for not giving good oppo[illegible] bright engineers.

The lesson to be le[illegible] is a cultural one, that [illegible] of European countries re[illegible] things so low, as a pro[illegible] ing jobs; traditionally [illegible] been something that the[illegible] type would be expected [illegible]

The letter of Mr Jo[illegible] University rams home [illegible] that this aspect of the B[illegible] ness, and perhaps the mo[illegible] one, has been with [illegible] Victorian times.

Finally, although I sha[illegible] basic view of Mr Mind of [illegible] dation for Management [illegible] surely he is wrong on ou[illegible] point. The Victorians [illegible] picked up the snobbery [illegible] support their own creative [illegible] society: pure knowledg[illegible] high repute in a society [illegible] many aimed to look like[illegible] and thus avoid trade and [illegible]

But John Dancy was r[illegible] right to argue, in suppor[illegible] Anthony", that it should b[illegible] as part of the "liberal [illegible] too. For "liberal" in [illegible] to do with an educat[illegible] gentlemen and professi[illegible] the lines of a model who[illegible] English-speaking nations[illegible]

An engineer should m[illegible] self in this way, for the [illegible] professions are all prone [illegible] vices to the local comm[illegible] than those whose work[illegible] may reach round the w[illegible] product markets. To [illegible] all of us Britons, [illegible] really a rather nasty [illegible] it deals in historical [illegible] ous necessities like [illegible] think that our culture [illegible] because it blesses a rath[illegible] parochial, [illegible] system [illegible] and [illegible] making useful [illegible] too near to the fine arts [illegible] two.

Arnold Toynbee, in [illegible] claimed, as a true B[illegible] British cultural [illegible] feelings, thoughts, [illegible] and ideals are all [illegible] manifestations of [illegible] than technology". And [illegible] from crisis to crisis.

Yours sincerely,
MICHAEL FORES, [illegible]

Community colleges

Sir,—I read with [illegible] James Porter's [illegible] contemporary [illegible] In this authority we [illegible] selves in 1974 to such [illegible] developing colleges [illegible] to local as well as [illegible] national needs with [illegible] very much on the four [illegible] as suggested.

I find it alarming [illegible] in his consideration of [illegible] James Porter has [illegible] for the financial situation [illegible] we are all now placed, [illegible] adverse effect [illegible] income brought about [illegible] lower levels of work.

We would all like [illegible] see these developments [illegible] but where oh where are [illegible] to get the funds and [illegible] we do how shall we [illegible] maintain these establishments [illegible] meantime?

Yours faithfully,
D. V. WHEATLEY,
Chief further education [illegible]
Bradford Metropolitan [illegible]
Provincial House, Bradford.

History teaching: prisoner of its own past

"The quarrels of popes and kings, with wars or pestilences in every page; the men all so good for nothing, and hardly any women at all—it is very tiresome; and yet I often think it odd that it should be so dull, for a great deal of it must be invention."

So Catherine Morland anticipated the anxieties that dog historians as they consider how best to teach their subject. We argue still what its content should be—often, like her, whether it should be primarily "political" or "social" in its emphasis—and how explicitly undergraduates should be instructed in the technicalities which distinguish truth from falsehood.

The argument has been going on for a long time, and its terms have changed very little. Behind it lies uncertainty as to what the object of the exercise is. To review its beginnings is to observe, depressingly enough, how the teaching of history in universities, for all the innovation that it has seen in the last decade or so, remains a prisoner of its own past.

In 1877, William Stubbs described the curriculum of the newly established school of modern history at Oxford as being based upon a threefold division of the subject, "a continuous reading of our national history", "an epochal treatment of general European history", and "the special study of some character or period in the original authorities."

It remains broadly a valid, if an incomplete, description of the structure of the history syllabus at most British universities. That is not because the subject has an internal logic—as the languages or natural sciences do—which imposes an inescapable order on its teaching, and still less because the teachers have been agreed on its merits. On the contrary, they canvass each other ceaselessly in the interests of alternatives to it.

The argument runs something like this: "Attention is directed too exclusively to politics and institutions; and the memory of candidates is filled with facts about these things without sufficient endeavour to make them grasp the ideas which explain the facts. Literature, social and economic history are unduly neglected; so are contemporary history, and the world beyond Britain and Europe.

"On the other hand little is done for the exceptional man who wishes to study history for its own sake. He has remained too long the passive recipient of other men's knowledge. He has been taught results instead of methods; not how to find out, but what to remember. The test for which he has been prepared is to compose in 30 hours of examination 40 or 50 short essays.

"This monotonous exercise tests his memory, his presence of mind and his rhetorical skill with great efficiency, but it is a poor test of historical ability. A piece of historical work, done under the normal conditions of historical work, would form part of the training of the history school, and have a share in the final examination."

To which the reply is: "Our present history curriculum is, on the whole, a very admirable compromise between the practical and the ideal; our present system has done admirably in the past and is still vigorous and successful.

"The university is a place of education as well as a place of research. We are confronted by a large body of undergraduates intended for the most various occupations in life, of whom a very small proportion are destined to take any original research. The school is discharging a more useful function at present than it would if it were equipped with a more severely specialistic curriculum.

"The student's time is quite sufficiently occupied by the present curriculum. New matter can only be introduced by evicting some of the old. Even for the minority the present school is an excellent base for their later studies. For of all things the most necessary for the researcher is a very broad knowledge of the general field of history, far outside his special period.

"If a man cannot pick up the art of weighing facts and theories from his Hobbes, his Maitland and his Stubbs, he will not pick them up from any lectures on method. If he can read James Mill with the despatches of Warren Hastings and Wallesley without learning automatically the elements of historical criticism he will never make a historian, though you drive method into his head with a hammer."

This dialogue is repeated, with little variation and numbing regularity, in staff-student committees, departmental meetings, symposia and colloquia, wherever historians meet. From time to time it breaks into print again, particularly when the discovery of a fresh technique or fruitful interpretation in some other discipline calls forth the heralds of a "new history". The version above is borrowed from two Oxford inaugural lectures, C. H. Firth's plea for "The Historical Study of History" in 1904, and C. W. C. Oman's riposte some 18 months later.

They reflected opposite views of the purpose, not only of history teaching, but of universities. Firth spoke as one who had seen the light of continental scientific scholarship. He faced the prospect of writing history afresh from the beginning,



Oxford in 1900, home of traditions that still dominate the history syllabus

from a critical scrutiny and reassessment of its primary materials, rejecting the inherited mass of the literary historians, Gibbon, Carlyle, Hallam, Macaulay and Froude, who still represented English historiography to the educated public.

He judged the Oxford school largely by the contribution which it would make to that endeavour. He was not impressed by (even if he had accepted) Oman's triumphant conclusion that its customary methods had given Oxford the best history school in the kingdom. It was not by the standards of the kingdom that he judged.

The 21 years as a college tutor from whose personal experience spoke derived from a very different tradition. The first Oxford professor to suggest that history might be a proper subject for examination did so, in 1843, on the modest ground that although "the most talented and diligent students" always would, and should, read classics (like Oman) or mathematics, there were some worthy men "who, not being candidates for distinctions which require greater powers of intellect as well as application, might nevertheless be usefully employed on subjects within their grasp".

The school of law and modern history which was instituted in 1850 was the product not of any admiration for continental scholarship (even in the early stages of its resurgence), but of domestic reform, whose impetus was well described by the remark that the Royal Commission of 1850 had been set up to "Arnoldize" the University.

The elaboration of the tutorial system which was virtually coextensive with reform, owed far less to scholarly than to pastoral, social and religious objectives. Stubbs provided the phrase which gave Firth the title of his inaugural lecture, and called for (as he set) the highest standards in scholarship. But when he discussed history as a subject of undergraduate teaching, he laid far more stress on the moral discrimination and political judgment which it would inculcate, and its capacity to imbue the future public servant with the loftier traditions of his church and nation, with the inspiration of "great deeds of war and peace done by men whose blood runs in his own veins".

In Cambridge a similarly formative influence was that of Seeley, appointed to his chair because Mr Gladstone approved of his religious approach to the subject, who looked forward to "an idealized history which would become familiar to every imagination, and give a new sureness and continuousness to the progress of the national mind".

The Oxford and Cambridge history schools, then, grew from the same roots as the Victorian public schools, and were designed to complete the formation of their products. Their framework of teaching and examining were shaped by the same traditions.

The original sources which were prescribed for study at various points in the curriculum, for example, were there not because it was thought necessary to train the historian in their use, but because the familiar bedrock of set books offered an assurance that the new subject would not become too soft an option. Hence the tradition, deplored by Firth and those who thought like him, that the special subject should not be formally taught, because it was better for a man to get it up by himself. It was a guarantor of assiduity, not of technique.

The contrast thus presented with the centres of critical scholarship in Europe was vividly described by the Belgian Paul Fredericq, whose travels in search of ideas and methods for his country's new history schools brought him to England in 1884. He was charmed by Zuleika Dobson's Oxford, where after a short morning and a leisurely lunch the young gentlemen "left off their caps and gowned to walk through the streets and gardens dressed in elegant blazers in the colours of their colleges or clubs".

Their "rhythmical work with the oars and vigorous dispatch of the tennis ball" made a poignant contrast with the students of other lands, "meanly lodged, confined in dirty cities, rarely taking long walks . . . But most of the lecturers I heard, even those in an elementary style of teaching, leaving out all the scientific technique which is inseparable from advanced teaching in Germany". The reading prescribed covered so wide a range that "the student cannot thoroughly grasp any part of it", and even in the special subject the claims of other courses on time made "the study of the sources necessarily superficial . . . Limited to a cursory and inconclusive verification of the assertions of the standard authors".

Things were a little better in Cambridge, but even there the strain of examinations on the memory was "appalling", and superficiality seemed inescapable in a system which erected in three hours answers to nine such questions as "What was the import of the Pragmatic Sanction of Charles VI and the Family Compact of 1761?" Point out some historical analogies to these two agreements and sketch the history of the Pragmatic Sanction up to the beginning of the first Silesian War".

Frederica concluded that the teaching of history in England was, by the standards of Berlin or Paris, scarcely of advanced level, its methods those of *l'enseignement moyen*. His criterion was very simple. Continental courses were of two kinds, the "theoretical" in which the teacher expounded his interpretation of a subject, and the "practical" in which he led a small group of students in the direct and technical examination of original sources, from which they would eventually produce studies of their own. In England only the greatest scholars—Stubbs, Seeley, S. R. Gardiner in London—reached continental standards in the first and, more important, the second was quite unknown.

Firth's criticisms of the Oxford school were, in essence, Fredericq's. That is one reason why they were bitterly resented. Another was that the advocacy of scientific history shared with that of traditional methods the power to evoke wider conflicts. History teaching had not the same explicitly political overtones in England as on the continent, where the *Revue Historique* was founded not only to champion advanced scholarship, but in direct opposition to the Catholic and royalist *Revue des Questions historiques*, and where academic appointments were universally the fruit of political patronage.

But Pusey was not alone in holding that in Germany "infidelity and immorality were the direct results of the professorial system" which was regarded as the instrument of advanced scholarship. The most famous statement of the new ideal of disinterested and technically expert research also predicted its consequences: in his inaugural lecture in 1902 J. B. Bury described history not only as "a science, no less and no more", but as the means of "stripping the error from the eyes of men, shaping public opinion, and advancing the cause of political and intellectual liberty".

J. H. Plumb echoes the same confidence with his "the past has only served the few; perhaps history may serve the multitude". The gulf was not absolute—Bury's most effective critic was G. M. Trevelyan—but it was real: this was not the flavour that a Seeley, or an Oman, would impart to the young.

Hence it was fitting that the views which earned Firth opprobrium in Oxford had already been endorsed in Manchester. T. F. Tout's ideal syllabus was very different from that of his master, Stubbs. It was founded on a contempt for examinations and the conviction that the student must eventually learn to form his own judgment from critical use of primary sources. Outline courses, the whole of British and European history, must be taught indeed, because (in a phrase which is now, ironically, often deployed in defence of the traditional syllabus) "the first duty of the student is to acquire as sound a view as he can of the general sweep of all history."

But the outlines must not become so detailed, or be so emphasized that they would dominate the syllabus, as they had come to do in Oxford. They should be examined in the middle of the course, not at the end. The marks given for them should not contribute to the classification of honours, which would depend entirely on performance in the special subject, the "original work: special subjects intensively taught in the "historical laboratory" of which Tout dreamed, unimpeded by the competing claims of other courses, and the dissertation which every candidate for honours must present. In short the fame of the Manchester history school was founded, as nearly as Tout was able to put it into practice, on the German seminar method.

The latest edition of *History at the Universities* (R. P. Blows, Historical Association, 1975) makes it plain that Tout has had more reverence than influence. The content of courses has changed considerably in the last 10 years, notably to admit more overseas history, more comparison, in themes like "aristocracies" or "revolutions", more new techniques, like demography, archaeology and art history, more combination with other subjects.

Periods are shorter and subjects more precisely defined than they used to be. But classification is still based chiefly on the examination of taught courses, among which the special subject is one of two or three packed into the last couple of terms; only a handful of departments require, and many do not invite, the presentation of a dissertation.

Firth would still hold that the graduate in history has been "the passive recipient of other men's knowledge, taught not how to find out, but what to remember." It is paradoxical that the schools of history which have proliferated since his time have preferred the model of clerical and aristocratic Oxford to that of bourgeois and liberal Manchester. But, after all, Catherine had her answer from Miss Tilney: "I am fond of history—and am very well content to take the false with the true."

R. I. Moore

The author is lecturer in history at Sheffield University.

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Any theory of learning implies a theory of teaching. Conversely, no theory of teaching can be adequate which does not take account of the detailed nature of learning in the students concerned. Good teaching practice, of course, need not depend on any prior articulated theory of intellectual processes: it is intuitively adapted to the way in which children—or adults—learn, and instinctively adjusted by the teacher to meet the needs of different individual students. But "natural" teachers are regrettably thin on the ground, so that for pragmatic as well as academic reasons a good psychological theory of learning and teaching would be useful to educationists. As well as relying on their intuitions, teachers could then deliberately plan (and assess) their practice in the light of systematic theoretical insights.

These three books represent welcome steps in the quest for such a theory. Both authors have worked in pedagogical psychology for many years, Leo Landa in the Soviet Union and Gordon Pask in Great Britain and the United States. Each, in their respective countries, developed the first "teaching machines" based on the application of cybernetic ideas to education. And each has been closely and continuously involved in actual teaching programmes at school or university level (Pask is professor in the Open University's Institute of Educational Technology, as well as being professor of cybernetics at Brunel University). Having grounded their theories on detailed empirical investigations of students, they then tested their pedagogical prescriptions on further student populations. The rich interplay of theoretical speculation and empirical investigation that characterizes their work results in writings that merit careful consideration by anyone interested in this field.

As the reference to cybernetics suggests, Landa and Pask emphasize the *procedural* nature of learning (and teaching), the possibility of *formalizing* the procedures concerned, and the importance of *feedback of results* to the student's progress. Correlatively, each treats the formalization of the subject-matter to be taught as an integral aspect of theorizing about the educational process of teaching it. This is not to say that they regard learning as an "automatic" or "uncreative" activity. On the contrary, they each emphasize the importance of creative strategies in learning to learn. Landa, in particular, distinguishes carefully between fully determined or *algorithmic* thought processes and non-deterministic *heuristics*. But even heuristic rules can be expressed (and taught) in clear—if general—terms, and making them explicitly available to the student at a conscious level makes them more readily accessible for self-control and self-criticism.

Landa follows his subtle discussion of algorithmic, quasi-algorithmic, and heuristic ways of solving problems of various sorts with examples drawn from practical experience in classroom teaching of grammar and mathematics. Startling improvements in performance—even from so-called "poor" students—resulted from teaching that was planned according to his theories. Even more important than the increased understanding specifically of grammar or geometry, was the increased general ability to learn. The traditional defence of Latin as a school subject, that it inculcates logical habits of thought which generalize to other areas irrespective of content, now appears in the form of a defence of a theoretically-motivated method of teaching based on cybernetic principles.

Much as any axiom system in logic must contain some undefined expressions, or elements—in terms of which other concepts can be built up, so any formalized system of (algorithmic or heuristic) rules for teaching or learning must rest on some elementary notions that are taken for granted. But as Sherlock Holmes's infuriating and reiterated remark reminds us, what is "elementary" to a great detective may not be "elementary" to his long-suffering assistant. So Holmes often had to explain his intuitive leaps for Watson's benefit, carefully stating the presuppositions and principles by way of which the novel solution could be generated from their shared previous knowledge. Landa is well aware of these matters, and emphasizes the importance of adjusting one's teaching methods (to class or individual) so as to identify and then build on the thinking-procedures that happen to be elementary for the students in question. A process is elementary with respect to a given student if it can be reliably carried out by the student with no sense of difficulty or chance of error, and no necessity consciously to think in terms of a system of rules. In short, elementary operations might be characterized as "reliable intuitions". Landa points out that as learning progresses, operations which formerly were complex come to be elementary in this sense, so that the level at which further learning can take place rises.

One of the most interesting, and least clear, aspects of Landa's work is his claim that the creative thinking of which humans are capable is in principle denied to computers, which he says can function only in terms of algorithms or of heuristic search through a predefined search-space. According to Landa, creative thought is not search, but discovery; and the domain within which the discovery will be made is in no sense delimited beforehand. Even so, he does not conclude that creative thinking cannot be taught. On the contrary, one of his prime aims is to nurture this type of thinking by teaching relevant heuristic procedures in a systematic way.

Pask's discussion of the systematically planned teaching of various subject-matters to students of different cognitive styles is presented by way of a technical account of his CASTE teaching-machine (an acronym for Course Assembly System and Tutorial Environment), for driving through knowledge". His book also contains a highly formalized statement of his general psychological theory, in which the concept of a "conversation" is taken as the basic theoretical unit of psychology. Readers with a primary interest in the pragmatics of teaching may be less interested in the latter product than in the former. But they will find much of interest in Pask's descriptions of the use of the CASTE system, and in particular in his identification of two common types of learning strategy, which he terms "holist" and "serialist".

Holists and serialists approach a learning task in fundamentally different ways. The serialist learns a body of information in terms of string-like cognitive structures where items are related by simple data links, or low order relations; serialists concentrate on "first things first", and do not aim to identify the over-arching concepts or principles of organization of the subject-matter until they are reasonably confident about the lower-level details. By contrast, holists learn, remember, and recapitulate as a whole, in terms of high order relations (and often make mistakes due to simple over-generalization); the "redundant holist" searches for and uses apparently diverse types of information, whereas the "irredundant holist" sets out to identify the overall form of the subject-matter being taught in a more tidily systematic manner.

The educational importance of this is that learning-strategy and teaching-method must be matched if optimum performance, or even acceptable learning, is to result. By way of a detailed and fascinating series of experiments using CASTE, and focused on non-trivial subject-matter, Pask found that a holist teaching-programme designed for redundant holists defeats serialist students. (He remarks that a programme designed for an irredundant holist might not have done so.) Conversely, the serialist teaching-programme which refers to a kernel of strictly relevant concepts and logical fashion entirely defeats a holist, and offers a difficult and unpleasant learning experience to an irredundant holist. Far from helping the redundant holist, then, the exclusion of all "irrelevant" or "loosely associated" material prevents this student from learning at all; the apparently superfluous material which would have hopelessly confused a serialist learner is psychologically necessary to the student who spontaneously makes use of it. The pedagogical implication is obvious: teachers (and writers of teaching texts) should be prepared to vary their teaching strategies to the needs of individual students, since a strategy designed for one type of student may prove virtually useless for another.

The individual variation of teaching and learning strategies is a theme emphasized by both Landa and Pask. Each recommends the design of publicly available teaching materials constructed on these principles, so that a flexible matching of teaching-method to students may be achieved. Clearly, then, the common notion that a basically cybernetic or formalistic approach to educational psychology must mechanistically deny our individuality could not be further from the truth: the pedagogical challenge posed by these two writers is that which he describes as "a vehicle people's individuality in increasingly informed and fruitful ways.

Margaret A. Boden

An old high German survey

A Handbook on Old High German Literature, second edition
by J. Knight Bostock
revised by K. C. King and D. R. McLintock
Oxford University Press, £15.00
ISBN 0 19 815392 9

A glance at the new "Bostock" reveals a number of welcome features: about a hundred extra pages, an index, various useful charts and a bibliography. Closer examination confirms the welcome. The twenty-odd years since the first edition have necessitated a pretty thorough revision.

The *Hildebrandslied* chapter is fur fuller, and so are those on the *Muspilli* and on the *Tatian*. Otfrid has been updated, but perhaps not enough. Some important studies appeared too recently to be taken into account—most notably those on the probable Irish origin of Old High German rhymed verse—but some of the earlier tectonic research on Otfrid is ignored.

The *Ludwigslied*, though, has a chapter to itself now, as do the smaller religious pieces. The chapter on the Charms is rather outdated, with some curiously unquoted references. Otherwise, only the treatment of that tantalizing fragment *Sunnisiesma Nunna* (centris thin, and Peter Dronke's study of it is not mentioned.

What *is* Old High German, anyway? Given a policy that takes every scrap of writing as literature, we miss discussion of the *Kolner Inschrift* and the verses in Notker's *Rhetorik*. The former has played a part in considerations of the origin of rhyme in German, and the latter (in spite of having provoked in the past some lunatic interpretations) are still fascinating. It is claimed that the "historical thread" has been strengthened. But the new editors have remained aware that connexions with events are usually tenuous, and that there just is not enough material for a *Kulturgeschichte*.

Brian Mordoch

BOOKS

War avoidance policy

March 1939: The British Guarantee to Poland
by Simon Newman
Clarendon Press: Oxford University Press, £6.50
ISBN 0 19 822532 6

The Great Powers and the Polish Question, 1941-45
by Antony Polonsky
London School of Economics, £5.00
ISBN 0 85328 046 0

We have recently had many books on British policy concerning the appeasement years but Dr Newman, in this brief and well-researched study, has something new to add. Making good use of the British archives, he shows how a policy was evolved to counter German political and economic influence in Central Europe and the Balkans by economic means. Chamberlain continued to pin his faith on securing a rapprochement with Germany on *British terms* which never included a German domination of central and south-eastern Europe.

The occupation of Prague in March 1939 in defiance of the Munich settlement destroyed the Cabinet's illusion that diplomacy, limited concessions to Germany and promises of further well-defined concessions in return for firm undertakings, would probably stop Hitler from adding to his string of victims. Piecemeal, Germany's strength would grow until, if Britain stood aside, she would be relegated at best to the status of a second-rate power. This is how the British Cabinet saw the situation. Thus Newman presents the famous guarantees of March 1939 not as a sudden change but as a logical next step in line with long-term British policy objectives, a change of means and not a change of ends. Newman quotes Halifax's remarks to the Cabinet Foreign Policy Committee on March 27, 1939 to the effect that though France and Britain could not prevent Poland and Rumania from being overrun, Britain could not afford any further increase in Germany's strength and a diminution of Britain's prestige among friends and allies. Halifax preferred war; Newman concludes that the guarantees were therefore a "pretext" for war.



Neville Chamberlain

The author argues that the opening of the British archives "undermines" Hitler's unique responsibility for the Second World War; he writes, "instead of a German war of aggrandizement, the war becomes one of Anglo-German rivalry for power and influence, the culmination of the struggle for the right to determine the future configuration of Europe". Such a general conclusion does not, however, follow from the scholarly analysis Newman himself presents of British policy—he does not attempt to research the wider European perspective. This link between careful archival scholarship on the one hand and the expression of a "revisionist" opinion and interpretation on the other, may easily mislead the student to assume the former proves the latter.

It would be difficult for anyone reading the contemporary correspondence of those involved on the British side to miss how desperately and sincerely the Cabinet tried to avoid war—Chamberlain to the point of seeming absurdity. The recently opened Chamberlain papers only confirm this. His revulsion from war and bloodshed was not just a question of "policy", it was something personal, almost physical. "I sat with Annie in the drawing-room unable to read, unable to talk, just sitting with folded hands and a growing pain in the stomach", he confided in a letter to his sister Hilda on August 27, 1939; but even then, on the very eve of the conflict, he still would not give up all hope, adding "we are not through the jungle, on the contrary the issue is still doubtful. But on Friday the motto on my calendar was 'Remember that the tide turns at low as well as at high level'." These are not the words of a man looking for war. Nor was Halifax.

The dilemma was not created by postulating equally unacceptable policy alternatives in London. To allow Hitler his way or to go to war was indeed a real and intolerable dilemma to any civilized man. Hitler was the aggressor; he was determined to use force when thwarted and the occupation of Prague had convinced even Chamberlain that Hitler's appetite was not confined to incorporating into the *Reich* German-speaking territories of other states. So where would the process stop? Britain did not fight for "Poland" or for influence in one or other region of Europe. Britain believed that she was fighting for her own survival. In September 1939, there seemed to be allies worth having in Europe, other than Russia; it was therefore better to fight before Hitler had picked off all possible allies one by one. But as late as September, 1939, Chamberlain's Cabinet would have preferred not to have to fight at all.

Did "appeasement" continue during the war years, this time in concessions to Russia at Poland's expense? British policy was once again based on an unrealistic assumption: that Soviet objectives were limited. But Stalin never would allow Poland that degree of freedom Britain thought it possible to extract. In an all too brief introduction, free from polemic and doing justice to all points of view, Dr Polonsky in *The Great Powers and the Polish Question, 1941-45* sets out facts and policies. About half of the 149 documents that follow have been printed elsewhere. But they are most usefully brought together here with documents found in the British Foreign Office and Cabinet Archives, the State Department Archives and the Roosevelt papers. These first-hand accounts make for absorbing reading and are a welcome and essential aid.

J. A. S. Grenville

Swimmers against the stream

Resistance: An Analysis of European Resistance to Nazism, 1940-45
by M. R. D. Foot
Eyre Methuen, £6.95
ISBN 0 413 34710 9

Professor Foot takes a broad view of the meaning of the word "resistance". He rejects the dictionary definition, "an organized underground movement in a country occupied by enemy forces", and, in a scholarly etymological digression, he returns to the Latin roots—"*re* is an intensive prefix, which in turn is put on an intensive verb, *sistere*, the extra strong form of *stare*, to stand". So we arrive at "to stand fast": Resistance is seen as an attitude of mind combining cross-grained toughness, inner self-assurance and a conviction that "whether things went well or ill on any particular day, one was doing the right thing". The Finns have a word for it—*sisu*.

The attempt to cover the five most eventful years of recent European history within the covers of a single book is made doubly difficult by Professor Foot's adoption of this broad definition of resistance. He has also found it impossible to confine himself within the geographical and historical limits of Europe 1940-45. There are good reasons for both of these choices, as one cannot understand the forms which resistance took in different countries without some knowledge of the historical background, and in a total world war events in other continents inevitably had a bearing on the European situation. Nevertheless it is necessary to make a rigorous selection of the material, the better to see the wood for the trees. We really have two books in one set of covers. The first, 150 pages long, attempts to analyse the nature of the resistance, its various manifestations, its political background and its techniques. The second, of similar length, tells us, country by country, what really happened.

There is a somewhat idiosyncratic selection of the material in this section. France, where the author played a distinguished role himself, gets 20 pages. An account of the cloak and dagger activities of British, United States, Soviet and German intelligence agents in Switzerland gets more attention than the story of the Greek *andartes*. The section on Yugoslavia, taken mainly from two or three well-known sources, is sketchy.

Professor Foot brings to bear on his material the skills of a distinguished historian and the personal experience of a man of action who participated in some of the events he describes. Somehow, the two facets do not blend at all smoothly. There are digressions into anecdote and personal reminiscence—some of which are exciting and deeply moving, and others which are bizarre and not completely relevant—and some penetrating insights into the nature of total war.

When one reads of some of the appalling gaffes which were committed by those in authority on both sides—of the inter-allied and inter-service rivalries; of the political miscalculations by the top leaders—one can only assume that the winners were only marginally less inept than the losers. MI6, for example, made its plans on the assumption that France would not collapse, and that the Netherlands would not be occupied; "all the details were arranged from the Netherlands, in so incompetent a fashion that the Nazis were able to unravel the whole prearranged spy structure in June, 1940." Professor Foot rightly comments that in the early days "SIS was infected . . . with that famous over-confidence in British superiority which was endemic in other parts of the imperial structure . . . notably . . . in the Colonial Service in south-east Asia".

Even if the espionage network was efficient, the policymakers often failed to use the evidence which was transmitted to them. In 1941 Stalin received warnings from Sorge in Tokyo, Trepper in Paris, from the Yugoslavs, the Czechs, the British and the Americans about the impending German attack. He chose not to believe them, so "up to a few minutes before the opening salvoes of 'Barbarossa' were fired, train loads of militarily useful goods were still passing across prostrate Poland from Soviet into Nazi territory".

In summing up the effect of the resistance Professor Foot draws attention to the material losses inflicted on the enemy—for example, the Rjukan heavy water raid and the disruption of communications by the French railwaymen—but it is impossible to draw up an accurate balance sheet. As the author so rightly emphasizes, the real value was its "titanic, as it turned out invincible, strength in moral terms. It gave back to people in the occupied countries the self-respect they lost at the moment of occupation".

In a moving tribute to the human dignity of the resisters, the author ends with a memorable Dutch proverb: "Only dead fishes float down the stream, live ones swim against it".

F. B. Singleton

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BOOKS

Mafia masquerade

Crimes of the Powerful: Marxism, Crime and Deviance
by Frank Pearce
Pluto Press, £2.40
ISBN 0 904383 05 9

The Business of Crime
by H. S. Neill
Oxford University Press, £8.00
ISBN 0 19 503010 3



A smiling Carlo Gambini, called the Cosa Nostra "Boss of Bosses" flanked by unsmiling FBI agents, under arrest in 1970. Gambini died in October, 1976.

I seem to remember a story about George Bernard Shaw being called up on stage with shouts of "Author" after the highly successful first night of one of his plays: as the enthusiastic applause died down, a solitary "boo" rang through the theatre. "I entirely agree with you, sir", said Shaw, "but who are you and I against so many?"

Frank Pearce and Humbert Neill are equally outnumbered. Their careful critical attempts to lay some of the myths surrounding organized crime—in particular the myth of the Mafia—are likely to be quickly swamped by the popular enthusiasm for that long running drama of the secret brotherhood in our midst, with its cast of Godfathers and Dons, its routine assassinations and tight-lipped family conferences. (If the Mafia myth were in any way susceptible to factual contradiction and reasoned argument, then surely it should have crumbled just a little after the 1971 publication of Joseph L. Albini's *The American Mafia: Genesis of a Legend*.)

It is not just a vulgar public taste for sensation and conspiracy which keeps the Don and his men happily flowing along; as Pearce and Neill show, there has been plenty of official encouragement for the story. In 1951, the Kefauver Crime Committee emphasized the involvement of Italians in a "nation-wide crime syndicate known as the Mafia"; in 1963 the testimony of former syndicate "soldier" Joseph Valachi to the McClellan Committee gave detailed organizational substance to the idea. And by 1967 we had the President's Commission on Law Enforcement stating that the "core" of American syndicate crime consisted of 24 "families" whose membership was "exclusively Italian".

Frank Pearce takes a broad-ranging Marxist perspective (although his book is more parochially dedicated "To my comrades in the struggle to democratise the Polytechnic of North London"), and argues that such official support for the Mafia theory of organized crime is to be expected. It distracts attention from the much more serious "crimes of the powerful", from white-collar crime, the violation of anti-trust legislation and labour laws, and simultaneously fixes the blame for all kinds of social ills on a bunch of secretive foreigners. Organized crime, Pearce demonstrates, just is not as important as the public believes and the officials claim: it nets far less than corporate crime, is never really allowed to interfere with the interests of big business and is even used by the ruling class as "a servant" when particularly dirty industrial and political jobs need to be done. Small wonder that the official attacks upon it are relatively half-hearted.

There is no such political thrust behind Neill's work: unlike Pearce he is not trying to reduce the significance of organized crime or to assert its dependence upon, or symbiotic relationship with, big business. He just wants to get the Italians off the hook. Why have they been blamed for everything? But of course that question also forces him to confront the Mafia myth, to argue that there never was any urban American equivalent of the Sicilian Mafia, and to document the specific historical events—the murder of Police Chief Hennessy in New Orleans, the rise of the Black Hand band—which helped promote the story of the Italian monopoly of organized crime.

Both books have their faults. Pearce is more sophisticated and deals with a broader subject area—but has a prose style which can make his arguments difficult to follow, while Neill loses his way in detail and sometimes appears to be trading upon, rather than subverting, the conventional stereotype of the Italian underworld gangster (the book fairly bristles with pictures of various *hoods* and *guns*men). Neither, of course, will do much to prevent even the most sensitive social scientists from taking their seats for a good night out when *The Godfather Part III* rolls up at the local Odeon. That's one Don's Diary which will run and run.

Laurie Taylor

Bounds of bureaucracy

A General Theory of Bureaucracy
by Elliot Jaques
Heinemann Educational, £6.80
ISBN 0 435 82473 2

It is refreshing to find a sociological work which can lay the claim to having actually *discovered* both a regularity and also the principles that underly it—for here we have the makings of genuine theory.

In this exciting book Elliot Jaques has given us the culmination of many years of his own and his associates' research into, and thinking about, the structure and processes in bureaucracies. The text brings together, in a systematic framework, the concepts for which he is renowned, namely, *time-span of discretion*, individual *work capacity* and *felt fair pay*. These concepts, it is claimed, provide the key to understanding the latent hierarchical structure ("depth structure" in Jaques's terms) of bureaucracies.

Jaques defines bureaucracy as—"a hierarchically stratified managerial employment system in which people are employed to work for a wage or salary". This definition is, as he recognizes, somewhat at odds with both the current sociological (essentially Weberian) and the layman's pejorative use of the term, but loses nothing for that.

The essence of Jaques's argument is both simple and elegant. Firstly, on the basis of observation in over one hundred organizations, often with very different hierarchical structures, he is able to detect a common underlying structure which is, he claims, entirely explicable in terms of the basic idea of time-span of discretion. By this he means, "the longest period which can elapse in a role before the manager can be sure that his subordinate *has not been exercising* managerially sub-standard discretion continuously in balancing the pace and quality of his work".

The underlying ("extant") structure unlike the "manifest" structure may be composed of up to seven managerial strata with "consistent" boundaries measured in time-span—these boundaries run from three months to ten or perhaps even twenty years. The reason that the manifest structure often looks rather more complex than the underlying structure is that the simple manager/subordinate links in the former fail to take into account the *fact* that subordinates often do not regard these immediately superior managers as their "real" managers. Rather, their real managers are located further up the hierarchy, the intermediate managers playing, as it were, a supportive role. So in general, the real line of command is shorter than the manifest one.

Jaques claims, on the basis of extensive empirical evidence, that the selection of *real* managers is not a random process since, for instance, *everyone* occupying a role with a time-span below three months "feels" the occupant of the *first* role *above* the three-month time-span is his real manager, however many intervening roles exist in the manifest hierarchy. Thus, the three-month time-span becomes the boundary between strata one and two. Surprisingly, this sort of pattern continues up the manifest hierarchy providing boundaries at one, two, five, ten and twenty years. This progression is, as Jaques notes, entirely in line with the Weber-Fechner law which leads him to suggest the operation of a fundamental psychological process.

So far so good; the *real* structure of bureaucracies is to be sought in terms of time-span of discretion, but the question naturally arises as to why such a regularity should occur in the first place. Jaques tells us: "The regularities in stratification of bureaucratic hierarchies must surely reflect an equivalent stratification in human populations." The factor which is (surely!) equivalently stratified turns out to be the *work capacity of individuals* which, itself, is distributed in a multi-modal fashion directly corresponding to the managerial strata. Work capacity is construed in terms of an individual's ability to "manage activity through time" which again depends upon the conceptualizing and organising capacity of his mind. So, it is argued, it is hardly surprising that bureaucracies exhibit the latent patterns they do, for they merely reflect the distribution of the appropriate ability in human populations.

One might, at this stage, be forgiven for thinking that enough is enough but no—Jaques takes it further. An additional empirical finding enables us to enter the normative realm: the correlation between the time-span and "felt fair pay" (i.e. what people think people should earn) is remarkably high, hovering around 0.9. This enables Jaques (undaunted by others who have found it rather difficult to replicate these findings) to elicit a "just" income profile for those working in bureaucracies (estimated at 90 per cent of the working population in industrial societies). Since this profile is based upon "felt fair pay, it should gain the approval of a large majority of the working population and accordingly many of our pressing problems of equity should fade into insignificance.

Now it may well be that Jaques and his colleagues have discovered a Jaws regularity in existing bureaucracies; furthermore, it may be that one can reliably elucidate this regularity in terms of time-span, which in turn is explicable in terms of the multi-modal distribution of the work capacity of individuals *in existing populations*; but then, to use Jaques's own words, is "a person's work capacity biologically given, something fixed at birth and immutable" or is it "a flexible quality influenced by social background and opportunities which can be developed and increased by education"?

This question takes on major significance as Jaques makes large claims for his theory, wishing it to provide the foundations for a normative theory applicable to bureaucratically organized work systems. Unfortunately, his analysis of the nature/nurture nexus in the determination of the capacity for work is the weakest part of the book. We are told to distinguish between those factors which place an individual in one particular stratum rather than another and those which fix his exact place within that stratum; moreover, we are also told it is reasonable to suppose the former is innately determined, whereas the latter (the fine tuning as it were) is open to environmental influence.

The evidence and reasoning for these conclusions seem to me to be entirely suspect. In the absence of direct evidence Jaques has to resort to indirect evidence and some ad hoc reasoning. Evidence is available, he claims, suggesting that the ability of children to handle delayed gratification is differentially distributed. He sees this ability (assumed to be innate) as the foundation upon which the level of work capacity is built. Furthermore, everyone, he claims, receives a good deal of opportunity to develop his own level of capacity—"whether in an industrial society, an agricultural, or a primitive society". The conclusion is, therefore, that the social arrangements in a wide variety of societies provide the conditions under which individuals are *all* able to reach their innately determined level of work capacity.

Thus, bureaucratic hierarchies and the implied distribution of income are ultimately sanctioned in terms of the innate abilities, only the fine tuning within one's predetermined level is subject to environmental influence. And since the variation within the strata at the bottom of the *hierarchies is narrower* than at the top, it follows that there is room for environmental effects on the lower strata. I doubt if even the most insistent hereditarian would make such extreme claims for that other contentious ability measure—IQ. Surely, we cannot accept this line of reasoning: to say that all individuals have sufficient opportunity to develop to their maximum strata (assuming it exists) is, to say the least, unlikely. Furthermore, it may plausibly be argued that the distribution of "work capacity" itself derives from the way we organize work in bureaucratic societies rather than the other way round. If this is the case, then the discovery of the latent regularities is still no less of an achievement, but the rooting of the regularity in a biological imperative is not only misleading but socially dangerous.

Peter Abell

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The *Who's Who of British Members of Parliament, volume I, 1832-1885*, by Michael Stenton and published by Harvester Press at £25.95, is a compilation from the annual editions of *Dod's Parliamentary Companion* of the most useful entries that Dod provides on each MP's parliamentary career. The author has added a curriculum vitae of each politician.

BOOKS

A history of defeats

Enlightenment and Despair: A History of Sociology
by Geoffrey Hawthorn
Cambridge University Press, £7.75 and £2.75
ISBN 0 521 21308 8 and 29093 7

The history of the social sciences has been until recently, and indeed to some extent still is, reminiscent of the scene in *The Importance of Being Earnest* in which Jack Worthing, seeking his true identity, embraces the protesting Miss Prism, with the archetypal, though in this instance misplaced, heartery of Victorian melodrama "Mother". Histories of disciplines, that is, particularly in the social sciences, have generally been written to confirm and celebrate an asserted identity by establishing an ancestry, or, if written by rebels, to enforce a reappraisal of the present by proposing an alternative lineage. Nor is it hard to see why. To write the history of a discipline is to state what the discipline is, and this, in the social sciences, is often highly contentious. Whatever the success of such works in their primary purpose, as history they have naturally tended to range from the curious to the ludicrous.

Recently, however, there has been a notable access of sophistication, of which Geoffrey Hawthorn's book is the latest example: a more serious interest in intellectual history, the increasing defensiveness of positivistic versions of science, and the greater awareness, which we owe most strikingly to Kuhn, of the ways in which professional communities confirm and protect a consensus, have undermined the naive faith which could once entitle a history of sociology "From Lore to Science".

It is a mark too, perhaps, if not of the maturity of sociology as a subject, then at least of its security as a profession, that a sociologist can now write such a history of sociology as Hawthorn has done. Far from offering any teleological version of the development of the subject from dim origins to contemporary blooming, or a cumulative account of successive "contributions", he sees sociology rather as part of our fate then of our achievements, as a set of questions to which there are and can be no agreed answers.

The attractively novel feature of this history of sociology is that it is so emphatically a history of successive defeats. Hawthorn is alive to these precisely because, echoing the concern of such Cambridge colleagues and contemporaries as Quentin Skinner and John Dunn with history as the recovery of intentions, he is interested not just in what of value may be held to survive from the works of the founding fathers but in the kind of thing each of the undertakings regarded as sociology or protosociology was, and why it was undertaken. *Megalomania pervades the* history of sociology as the breath of life; taking the aspirations seriously, it is not surprising that Hawthorn sees the history of his subject in terms of bafflement. As *for reappraisal, while he gives us* plenty of terse judgments, the praise is too faint and too many plaques are called on too many houses for his book to be much use in the game of puffing and debunking the founding fathers.

So far so admirable, and indeed refreshing, but the implications for Hawthorn's book are more daunting than perhaps even he has appreciated. One puts it down reflecting that Butterfield was right, in his classic essay, to point to the relation between general historical surveys and Whig interpretations of history: *the more the historian* immerses himself in the detailed past, the less Whig, even against his inclination, he becomes. But what if the corollary also holds: the writer of general historical surveys is forced into Whiggism (or some revisionist version) on pain of an awareness of complexity in which the point of what he is doing becomes, to say the least, elusive? The problem is particularly acute where there is no recognizable *res publica*, as, for example, in writing the history of a discipline whose identity is, like that of sociology, both recent and contentious. The polemical Whig has, of course, no problems; having decided what its identity is or should be, he can stalk confidently into the past offering respectful or patronizing handshakes, and, if, like Miss Prism, the putative ancestors seem reluctant, he can always ignore most of what they say on the ground of "relevance". But an author like Hawthorn, who wants to respect the dead's wishes, and who refuses to pen himself into some polemical, parochial version of his subject from which to identify its history, has real difficulties. How can one write the history of a subject before it existed as a self-conscious, deliberate and cooperative enterprise in which men could intend to engage? And how can one make a coherent story out of a subject which remains so distinctively fragmented as sociology?

The latter problem can of course be dealt with to some extent as Hawthorn does, by distinguishing national varieties of social theory and attempting to explain their divergences in terms of their milieux. On a strict, intentionalist view of intellectual history this can easily lead to breaches of propriety—we cannot, for example, be allowed to explain an alleged "failure" unless we know that someone was trying—but Hawthorn is wary. Another possibility is to devote a considerable amount of attention to institutions, as Philip Abrams does in *The Origins of British Sociology*. Hawthorn, however, is more interested in metaphysical hubris than in professions and their institutions, and his programme is wider and necessarily less detailed, being concerned with French, German and American as well as British sociology.

Avoiding anachronistic or sectarian definitions of the sociological enterprise, he settles instead for a *loose, general notion* of "social theory", while his respect for intentions naturally involves a substantial amount of context and fairly comprehensive discussions of individual authors; thus, for example, we have Spencer on the Unknowable as well as on social evolution. The result of these decisions, irresistible perhaps, is something very like a general history of Western thought, with some bias towards social and political speculation, from the Enlightenment to the present, packed into 260 pages.

This is clearly a dubious proposition even for an author as well-informed and intelligent as Hawthorn. All the negative reasons which have induced him to write his book in this way are as cogent as his sensitivity to them is admirable; what is unfortunately more doubtful is whether there were equally good positive ones for writing it at all, and for what class of reader it is suitable. It is emphatically—and this again is in some ways to its credit—not what is normally meant by a useful outline. The emphasis is on the metaphysical presuppositions of social understanding rather than the nature of specific social insights, so Kant, for example, cuts a considerably larger figure than, say, Adam Smith or Ferguson, while Burke is not discussed at all. There is no objection to this in principle, of course, but the gallop through the central epistemological and metaphysical issues raised in the work of Rousseau, Hume, Kant, Herder, Hegel, Marx and so on, taking in a few smaller issues like the labour theory of value in passing, all of which Hawthorn conducts with enviable assurance and daunting briskness, seems likely to prove fairly bewildering to the readers who need it.

The extreme and uncompromising compression of familiar, but highly abstract arguments makes the book both difficult and elementary, and the fear must be that the parts of it which will be found really "useful" by the undergraduates for whom it is presumably mainly intended will be the snap judgments which brevity no doubt makes more dismissive than their author intended, and whose future, hopefully transplanted into essays, one can dismally forsee.

Hawthorn's manner does nothing to alleviate the pains of compression; there are too many long sentences with multiple parallel clauses and an elusive main verb, which read as though they need a lecturer's pauses and intonations to become immediately assimilable, Saki, among occasional infelicities one will treasure the memory of Branford, who somehow it seems, "acquired a broad Scots education in scientific subjects": "Gin a body meet a body . . . whaur's your Isaac Newton noo?

J. W. Burrow

Student of ideologies

Sociological Writings by Vilfredo Pareto
selected and introduced by S. E. Finer
translated by Derick Mirfin
Blackwell, £7.50
ISBN 0 631 17010 3

Forty years ago, in *The Structure of Social Action*, Parsons assigned to Pareto the same top rank as a Sociology Great as to Durkheim and Max Weber. Today it is widely agreed that in the top triad Marx should replace Pareto, who is not doing well for fourth and fifth place either, with Simmel as top contender, and Spencer, Comte and Mead coming on strongly on the outside.

Such rankings depend on whether sociologists working on contemporary themes view a given thinker of the past as a valuable source of insights. With Pareto, this happens almost exclusively when political sociologists deal with the notion of "elite". But we might allench for our Pareto often and profitably, if the utterly idiosyncratic terminology and thematic articulation of his *Trattato di sociologia generale*, 1916 (*The Mind and Society*, 1935) did not conceal the continuity between other concerns of his and ours. Since he hardly ever used the term "ideology", for instance, one may *fail to recognize in him* the foremost sociological student of ideologies (with Marx and Engels).

For four reasons—the forbidding dimensions of the *Trattato*; its idiosyncratic nature, as indicated; its often distasteful value undertones; and the fact that some relevant passages of Pareto's are not translated—only well-edited anthologies and sound secondary treatments can offer British and American sociologists a chance seriously to reconsider Pareto. In this volume, over 200 closely-printed pages of well-selected and well-*translated texts from Pareto's Trattato* and five other works, are preceded by a long, meaty and enlightening introduction. The sole demerit of the latter, in my view, is that in this reissue it is left exactly as it stood in the 1966 edition (Pall Mall). It could have gained from taking into account some recent contributions to Pareto scholarship: for instance, Norberto Bobbio's reassessment of Pareto in the framework of contemporary rhetorical studies of persuasive discourse.

No updating was necessary, on the other hand, for the excellent selection of texts. One misses, of course, in those from the *Trattato*, those enlightening and entertaining footnotes of Pareto's, full of quotes from his two favourite sources; Hellenistic and Roman chroniclers and antiquarians, and contemporary newspapers in French, Italian and English. But the texts selected cover admirably the ground previously staked out in the introduction, and disclose the riches to be drawn from Pareto: for instance, a conception of society as a system whose equilibrium (*pace* Parsons) may rest purely on mechanical adjustments of groups to one another, on factual rather than normative constraints; or a sustained conceptual concern not just with the structures, the interests, the ideology of groups, but with their *strategies*, the basic modalities and styles of their reciprocal action.

Gianfranco Poggi

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BOOKS

Sociology's theorists

Social Evolution and Sociological Categories
by Paul Q. Hirst
Allen & Unwin, £4.95 and £2.25
ISBN 0 04 300061 9 and 300065 7

In this short book Mr Hirst has set himself a number of distinct but related tasks. The main one is the advocacy of an epistemological thesis to the effect that "forms of classification are not and cannot be independent of forms of theoretical explanation".

In the first half of the book this contention is developed in an examination of the evolutionary theories of Darwin, Spencer and Morgan. In particular Hirst argues against the French Marxist anthropologist Terray (and in my view correctly), that though Engels borrowed certain historical generalizations from Morgan, his own social theory remained quite distinct. The second half of the book consists of a somewhat breathless exposition and critique of Max Weber's sociological categories, especially those relating to economic and political action.

Following the lines of his general thesis, Hirst portrays Weber's work as a seamless web, its elements mutually entailing and hence equally vitiated. "The *Ubermensch* is present in the logic of Weber's sociology", we are told. The two concrete topics of the book are linked through the teleology which Hirst claims to underlie both. But it does not make for clarity of argument to postulate a common "teleological" essence for two things as distinct as Spencer's conception of the total process of social development, governed by a pre-given potential, and Weber's view that sociology's subject matter is behaviour insofar as it is governed by actual human purposes. Having criticized both these positions, Hirst leaves us with the barest outline and justification of his own, whose main feature appears to be the thoroughgoing exclusion of any conception of human purpose from social theory.

It is an unsatisfactory, even baffling, book, and not just because what he has attempted requires much more spacious treatment. Hirst regards himself as a Marxist, but is one of a very distinctive kind. He wishes to expunge from Marxism a feature which most Marxists have regarded as absolutely fundamental to it, its historicist character or its search for "laws of motion" of society. It was above all for this that Engels, drawing a parallel with Darwin, commended his friend in his funeral address and for this that he thought he found convenient support in Morgan.

Here Hirst's epistemological principles (derived via Althusser from the French philosopher of science Bachelard) gives him no help at all. Though he briefly admits that teleological and historical concepts have dominated Marxist theory he does not ask why, in terms of an intellectual history; nor does he face up to the more serious task of showing how Marx's own mature *oeuvre* (with its frankly historicist preface, its avowed aim of revealing capitalism's laws of motion, its continuing use of such Hegelian concepts as dialectic, even its obstetrical metaphors) is immune to the seamless web line of analysis deployed against Weber. This is the dilemma: either he keeps his main epistemological thesis, in which case much else of Marxism should go out with historicism; or he abandons it, in which case he has a much more arduous task in confronting Weber's sociology.

The content of Hirst's study strongly suggests that it is the epistemological thesis which should go (at least in an unqualified form). For having begun by insisting that forms of classification are dependent on theories (and presumably not to be lifted from one theoretical frame to another), Hirst shows that Engels imported into his *own* theory "the forms of the changes [that human society passes through]" that Morgan elaborated in his very different theory.

Hirst falls a good way short of demonstrating that social theory, including whatever we may want to call Marxism, comprises a series of distinct problematics or discourses, each with its own theoretically constituted subject matter. Its actual history has been one in which, in each generation, theorists have sought to build their own positions by borrowing or redefining whatever elements in other theories promised some support. A realistic epistemology of the social sciences might begin with an inquiry into how and why this is so; and it would need to acknowledge that theorists, at least, have purposes.

J. D. Y. Peel

Inside the docks



The London docks

The Dockers: Class and Tradition in London
by Stephen Hill
Heinemann Educational, £8.50
ISBN 0 435 82416 3

Every sociology student knows that the dockers are archetypal traditional proletarian workers: living as they do in dockland communities, where they constitute an "isolated mass", it is not surprising that their images of class are overwhelmingly in terms of power, that they show a strong oppositional class consciousness, and are committed to the idea of a united labour movement to press their class interests. It is natural, too, that in these circumstances work and home relationships should overlap heavily and that work should be a "central life interest" for them, and so their conjugal roles are segregated and instrumental concerns to increase consumption beyond traditional standards are not salient for them. Every sociology student knows . . . but Stephen Hill shows in his book that these stereotypes are incorrect, or at least seriously misleading.

The book reports a study of London dockers in this early 1970s, and addresses itself primarily to questions to do with their work situation and class position, drawn mainly from the *Affluent Worker* studies and subsequent related discussions and from the management/industrial sociology literature. The author did a short period of observation in the docks, and then conducted a survey with samples of dock-workers and foremen. He was able to compare those working for private employers with those under the Port of London Authority, discovering some interesting differences between them. His findings cover quite a wide variety of topics, and come together to give a rounded picture of an occupation.

It is useful to have a detailed study of manual work outside factories, and his description of the nature of the work situation of dockers makes it impossible to generalize any more about all manual work. He makes it clear that recent changes in the security of dock work have given dockers a very high degree of power and control at work, although technical change is now, in another way, threatening this.

The analysis of these recent changes allows him, although the study is not formally a longitudinal one, to throw considerable light on the origins of dock traditions and the causes of changes in them. It is striking how far it is possible to interpret patterns of behaviour as instrumental responses to external situations, in the light of this analysis.

Although the author hints at criticisms of the interpretations of other writers, his points might well have been pushed further, since his data raise fundamental questions about both the theoretical utility and the empirical grounding of the ideal type of the "traditional worker" as contrasted with other types of worker. This is a rather cautious book, and although quite well written is perhaps more markedly than it need have been a survey report. Its implications, however, are of significance for major areas of sociological concern, and it deserves to be widely read.

Jennifer Platt

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Critiques of deviance

Social Deviance
by Glora Shoham
Wiley, £10.15
ISBN 0 47015076 9

Women, Crime and Criminology : A Feminist Critique
by Carol Smart
Routledge & Kegan Paul, £4.95
ISBN 0 7100 8449 8

In an essay on deviancy, Peter Manning summarized Lemert's view that "since the early sixties there has been a declining degree of originality and precision in conceptualization of the central problems of deviance" and further argued that "conceptual ennui is spreading like a grey fog". We are led to believe that Shoham's book will help to penetrate this gloom by description of it as "stunningly brilliant . . . provocative, incredibly interesting and eminently readable" (Dinitz) and as "a brilliant creative achievement" (Sagarin). Alas, *Social Deviance* is more modest in its achievements than Sagarin's foreword allegos and merely adds one more nicely written but diffuse text to a prolific area which is more often entertaining than rigorous.

Shoham argues that deviance is a form of, and not merely a result of, social conflict. His concern is with a phenomenology of deviance that seeks to unite several viewpoints—philosophical, psychological, sociological and legal—in scrutinizing social roles and statuses. He ranges widely over a literature that is not exclusively "academic" and is particularly concerned with the relationship between the self-concept of evasive deviants and the functions of stigma and punishment. Rather abruptly the book ends with an advocacy of salvation through pollution which is derived from a consideration of the contradictory and ambivalent existential position, particularly as portrayed by Genet (though curiously he ignores the fascinating anthropological analysis of dirt and disorder in *Purity and Danger* by Mary Douglas).

However, it is difficult to summarize the rather haphazard allusions and insights of this work (the author speaks of a summer of "theoretical meanderings" at UNSDRI in Rome and that more or less describes the end product). Shoham seems to have taken some not very original generalizations from the deviancy literature and reworked them in a potentially interesting and multi-faceted way which titillates rather than fulfils. For *Social Deviance* does not clarify the field's conceptual confusion but rather adds to it, and does not develop its arguments sufficiently to be counted more than a minor contribution to the area. Perhaps this book could usefully serve as a warning light to those rushing guilelessly into the mist enveloping deviancy.

Carol Smart carried out research on female criminality for a master's thesis and, stimulated by the women's movement, has expanded her dissertation into a critique of criminologists' attempts to describe and understand female involvement in crime. The result is a competent and well-documented study which deserves a wide audience.

Smart exposes a glaring and almost conspiratorial lacuna surrounding female criminality in a male dominated criminology. She identifies a persistent biological and psychological determinism which has largely been discredited in other areas, an unquestioning adherence to conventional sexual stereotypes in explaining female behaviour, and the resilience of discriminatory values and practices in legislation, enforcement, and the penal system. Her critical eye ranges over official statistics, emancipation and crime rates, prostitution, rape, the treatment of women as offenders and victims and the relationship between female criminality and mental illness.

Although the concluding plea for a feminist criminology is rather vague and summary, this book will earn its reputation as a critique which is difficult to counter. For Smart has done a valuable and convincing job of making the invisible visible, of documenting lack of interest and male prejudice, of summarizing the available evidence, and of opening up possibilities for studies of female criminality that are not hamstrung by a sexist criminology.

Maurice Punch

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BOOKS

The logic of social inquiry

New Rules of Sociological Method
by Anthony Giddens
Hutchinson, £4.95 and £2.45
ISBN 0 09 127520 and 127521

It has become a commonplace observation in discussions of social theory that the functionalist perspective, which dominated academic sociology in the post-war years until the early 1960s, reduced the individual social agent to a "cultural dope" whose behaviour was simply the effect of the causal interaction between internalized values and social situations. The subsequent emphasis in phenomenologically influenced sociologies on the rule-governed nature of action, and the consequent requirement that social agents be regarded as responding to each other through processes of mutual interpretation, brought into focus the reflexive nature of human behaviour and the character of interpretation as work. Human agents can act only insofar as they can reflect on that behaviour through the identification of their own and others' acts, and provide, through conceptions of what constitutes intelligible accounts, explanations of them.

But this perspective, in its turn, has led to a conception of the sociologist as a "members' dope", restricted to an examination of the rules through which agents do their interpretative work. Thus, Walsh in a recent collaborative project tells us that sociological explanation "attempts to elucidate the constitution of action by social rules by way of an examination of the logics utilized by members of society when making sense of settings of social interactions" (*New Directions in Sociological Theory*, Macmillan 1972).

In his important new examination of the logic of social inquiry, Anthony Giddens attempts to remedy this one-sided emphasis on the production of social action, while preserving its conception of the reflexivity of human agency, by establishing that such production is, at the same time, the reproduction of the conditions for that action. Any social interaction involves, he claims, cognitive and moral rules and a system of access to resources, which can be turned to in order to provide, reflexively, an account of that interaction. Such rules and facilities are independent of the participants, in providing the conditions which make their interaction possible, while being themselves reproduced in the interaction itself, since such structures exist only insofar as the relevant types of interaction occur.

Such a perspective returns sociology to a concern with structure through the study of "structuration" which attempts "to determine the conditions which govern the continuity and distribution of structures or types of structure" and focuses, therefore, upon the ways in which practices are reproduced and changed in the course of social interaction. The maintenance or change of these cognitive, moral and power structures are unintended outcomes of intentional human action, and given the reflexive nature of that action, can, through the provision of sociological knowledge, themselves become the object of human endeavour to effect their modification. Social science can, therefore, function "as a potential instrument of the expansion of rational autonomy of action, but equally as a potential instrument of domination."

Giddens develops his arguments through a discussion of a formidable variety of social theorists and philosophers, from Durkheim and Parsons to Husserl, Habermas, Popper and Wittgenstein. Such breadth within the confines of a short work almost inevitably leads to a failure to discuss certain central issues with the depth they require. I will mention here only two.

At the heart of his project is the conception of "agent causality" as a precondition for the kind of causal knowledge involving the production of general laws most favoured by philosophers and sociologists concerned to establish a science of society. Such agent causality is exemplified in the conception of action as a reflective intervention in the events constituting the agent's situation, and which is, therefore, presupposed in the knowledge of causal relations between events which requires for its production the active interference of the investigator. But Giddens does not discuss the nature of this causality, saying that he must "dogmatically" assert its necessity to his project, nor the connection between it and the causality exemplified in the production of nomological knowledge of the conditions under which such agency operates which is to be the result of the study of structuration. Nor, further, does he consider how such nomological knowledge is to be produced and, hence, tested. But as the present work is only part of a larger project we can perhaps look forward to a resolution of such difficulties in the course of its completion.

Michael Weston

Divorce, American style

Marriage and Divorce : A Social and Economic Study
by Hugh Carter and Paul C. Glick
Harvard University Press, £11.90
ISBN 0 674 55076 5

Since the beginning of 1971 the sole ground for divorce in England and Wales has been that the marriage has irretrievably broken down. Between 1970 and 1974 the annual number of divorces rose in England and Wales from some 58,000 to 115,000 while in the three years 1973-1975 some 680,000 men and women had their marriages dissolved. Current trends suggest that between a quarter and a fifth of all spouses will experience divorce. Those who want to know how we compare with other countries will find that the second edition of Carter and Glick's book provides a compendium of demographic, legal and socioeconomic facts concerning marriage and marriage breakdown within the United States.

The first 12 chapters are as printed in the original 1969 edition. One chapter does provide a comparison of international marriage trends based on rather crude data drawn from out-of-date United Nations *Demographic Yearbooks*. Otherwise the American authors base their analysis and commentary very much on material contained within the United States *Census of Population* for 1960 and earlier years.

The material is brought up-to-date in chapter 13 where detailed use is made of the latest American census of 1970. But the author's failure to provide more than a few international comparisons or bring any overall theme to the study of married life leaves the British reader with a mass of indigestible American facts spread over almost 500 pages and some 240 tables and figures. Demographers, sociologists and social administrators with knowledge of trends in this country and who wish to make comparisons with recent changes in the United States should turn to the last chapter. It is in this respect that the book becomes a valuable source of reference.

Marriage seems as popular as ever. But compared to twenty years ago many more young people are now postponing marriage to a later age. The trend in the United States is, in this respect, different from most other western countries. One exception was Sweden where 42 per cent of brides in 1972 were aged 25 years or more compared to 28 per cent in 1965.

One factor leading to delayed marriage is the increasing number of young people engaged in higher education. Research in this country shows that marriages in which the husband had a high socioeconomic status were less likely to experience divorce. A similar finding is reported for the United States, though this applied to white men only; for black men the association was reversed. One result of the finding that low occupational status (and with it low income) is linked to a high divorce risk, is that maintenance of the ex-wife and family becomes far more of a problem for such husbands.

Divorce is only one of the ways in which serious marital discord may be resolved. American evidence suggests that couples involved in broken marriages are now increasingly likely to turn to divorce rather than separation. For the first time one million divorces occurred in the United States in 1975. Recent divorce figures have led the authors to conclude that between 35 and 40 per cent of all American couples under middle age in 1975 are likely to have their marriages end in divorce.

All we need to know now is why people marry and why a minority fail. But who but the wearer knows where the shoe pinches?

Colin Gibson

This week's reviewers

Peter Abell is professor of sociology at the University of Birmingham;

Margaret A. Boden, reader in philosophy and psychology at the University of Sussex, is author of Purposive Explanation in Psychology and Artifical Intelligence and Natural Man;

J. W. Burrow, reader in history at the University of Sussex, has written Evolution and Society;

Colin Gibson, lecturer in sociology at Bedford College London, is author of Separated Spouses;

J. A. S. Grenville, professor of modern history at the University of Birmingham, is author of The Major International Treaties 1914-1973 and History of Europe 1848-1878;

Brian Murdoch is senior lecturer in German at the University of Stirling;

J. D. Y. Peel, Charles Booth professor of sociology at the University of Liverpool, is author of Aladura: A Religious Movement among the Yoruba and Herbert Spencer: The Evolution of a Sociologist;

Jennifer Platt is senior lecturer in sociology at the University of Sussex and is author of Realities of Social Research;

Gianfranco Poggi is professor of sociology at the University of Edinburgh and author of Catholic Action in Italy and Images of Society;

F. B. Singleton is chairman of the post-graduate school of Yugoslav studies at the University of Bradford; he has written Yugoslavia: the Country and its People and Background to Eastern Europe;

Laurie Taylor is professor of sociology at the University of York and author of books on criminology and deviance;

Michael Weston, lecturer in philosophy at the University of Essex, is author of Morality and the Self.

Research

Educational Research in Classrooms and Schools by Louis Cohen is a manual specially designed for advanced students of education reading for BEd degrees or for diplomas and higher degrees in education. It aims to introduce the reader to the techniques of observing pupils and teachers in the classroom; to develop an understanding of techniques of analysis by way of interpreting observations; and to suggest research topics the reader could undertake. The handbook is published by Harper and Row at £8.50.

Criminology

Criminology and the Administration of Criminal Justice : A Bibliography by Leon Radzinowicz and Roger Hood has developed from a working index which the authors have built up through their teaching and research, covering the sociology of crime, criminal justice and penology. Published by Mansell Information/Publishing Ltd at £15.00.

New Sociology Titles from Allen & Unwin

Industrial Society: Class Cleavage and Control
Richard Scase, Editor
March 1977 Hardback £6.50 Paperback £2.95 ☐

The Diploma Disease
Education, Qualification and Development
Unwin Education Books: No. 31 Ronald Dore
Available Hardback £5.95 Paperback £2.50 ☐

Social Evolution and Sociological Categories
Controversies in Sociology Series: No. 5 Paul Q. Hirst
Available Hardback £4.95 Paperback £2.25 ☐

The Socialist Industrial State
Towards a Political Sociology of State Socialism
David Lane
Available Hardback £5.95 Paperback £2.95 ☐

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THE FORM OF SOCIOLOGY : Paradigms and Crises
by S. N. Eisenstadt with M. Curelaru, both of Hebrew University.
A critical view of the development and present status of sociological analysis and theory, and its relations to the structure of sociological community and the self perception of sociologists.
0471 22472 8 496 pages October 1976 £12.30/$21.50

THE SOCIAL PSYCHOLOGY OF TELECOMMUNICATIONS
by J. Short; E. Williams and B. Christie, School of Environmental Studies, University College, London.
Describes the social psychological aspects of interpersonal telecommunication. The authors discuss the factors that will determine the likely use of the new media and review research aimed at discovering the effectiveness of the different media for different types of task.
0471 01581 4 208 pages September 1976 $6.95/$14.50

THE LIMITS OF ADMINISTRATION
by C. Hood, Glasgow University.
Deals with the reality of administration and the constraints upon policy implementation that are prevalent in administrative systems. Recognising the advantages of a well organised conceptual framework, the author constructs a model of "perfect" administration, the conditions of which are relaxed in the following analysis of real life administration and its problems.
0471 01583 7 256 pages July 1976 $8.95/$13.50

POLITICAL AND SOCIAL INQUIRY
by D. McRae, and G. Walker, both of Arizona State University.
An introductory overview of research methods in the social sciences Focuses on pertinent political and social problems and the skills related to an effective analysis of them, includes material on logic and philosophy of sciences in addition to the usual research methods, data collection, and analysis.
0471 56403 7 518 pages March 1976 $8.50/$14.60
Text catalogues in the following subjects are available from Wiley at the address below.
Economics & Management; Mathematics, Statistics, Computing; Physics; Chemistry; Life Sciences; Geography & Geology; Psychology & Sociology
John Wiley & Sons Ltd., Baffins Lane, Chichester, Sussex PO19 1UD.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

MANAGING THE SENSE OF A REGION
Kevin Lynch
Cityness and rurality are part of the continuous spectrum of human habitats considered by Kevin Lynch in this book.
0 262 12072 0. £9.00.

PLANNING THE FOURTH MIGRATION
The Neglected Vision of the Regional Planning Association of America
Carl Sussman
This volume republishes documents of the RPAA from 1925-1932, offering a solution to the then impending population migration to the suburbs. 0 262 18148 5. £11.25.

A PLACE CALLED HOME
A History of Low-Cost Housing in Manhattan
Anthony Jackson
This study is an important contribution to the retrospective study of public housing. 0 262 10017 7. £11.25.

THE DISCOVERY OF THE THIRD WORLD
Ignacy Sachs
Rejecting the Europocentrism of the West, the author emphasises the need for Third World societies to set their own development priorities. 0 262 19154 8. £11.25.

THE LAND USE CONTROVERSY IN MASSACHUSETTS
Case Studies & Policy Options
Lawrence Susskind, editor
0 262 69056 X. £11.25.

ENERGY & SOCIAL CHANGE
James O'Toole and The Center for Futures Research
This stimulating report calls for options that are realisable within the existing system. 0 262 15018 2. £7.50.

THE MIT PRESS
126 Buckingham Palace Road, London SW1W 9SD

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Universities

AUSTRALIA

Applications are invited for the following posts, for which applications close on the dates shown. SALARIES (unless otherwise stated) are as follows: Professor $A29,887; Associate Professor $A24,971; Senior Lecturer $A18,785-$A22,010; Lecturer $A13,850-$A18,388. Further details, conditions of appointment for each post, method of application and application form, where applicable, may be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

University of Sydney
CHAIR OF EDUCATION

Applications are invited from persons with an interest in any of the main areas of educational study for a Chair of Education which became vacant on the retirement of Professor W. F. Connell. The fields of interest of the other two Professors of Education are Experimental Education and Educational Measurement (Professor D. Spearritt) and Teacher Education and History of Education (Professor C. Turney).
24 March, 1977.

University of New South Wales, Sydney
LECTURER DEPARTMENT OF CHEMISTRY
Faculty of Military Studies Duntroon, Canberra

The University of N.S.W. has established a Faculty of Military Studies at the Royal Military College, Duntroon, A.C.T. The University and the Department of Defence are developing the Faculty towards an autonomous degree-conferring body. Appointment will be to the staff of the University and normal conditions of employment will obtain. On establishment of the Faculty as an autonomous body, the staff of the Faculty will become members of the new body.

Applications are invited for a lectureship in the area of inorganic chemistry.

The successful applicant will be the sole inorganic chemist within the Department, and will be expected to teach at all undergraduate levels. Ph.D. degree is required and post-doctoral experience would be desirable. The appointee will be expected to pursue an active research programme, not necessarily in inorganic chemistry.
28 February, 1977.

La Trobe University, Melbourne
LECTURERS/SENIOR LECTURERS IN LEGAL STUDIES
Department of Legal Studies

The Department forms part of the School of Social Sciences and offers courses leading to a B.A. degree, in conjunction with the Departments of Politics, Sociology, Economics, Geography, History and other related disciplines. It also has postgraduate students working towards the degrees of M.A. and Ph.D.

The degrees granted by the Department are not a qualification for the practice of law and the emphasis in the curriculum and the research done within the Department is upon the role of law in society. At present, most of the courses offered within the Department can be divided into three broad streams: (i) criminology, criminal law and its administration; (ii) the role of law in economic activity; and (iii) public law and its impact. Additional courses outside these streams are also offered.

Applicants should have a good legal qualification and a substantial interest in another discipline, or should possess a good qualification in another discipline and a substantial interest in law related matters. Relevant tertiary teaching experience will also be taken into account.
1 March, 1977.

Flinders University of South Australia
LECTURERS IN SPECIAL EDUCATION
School of Education

For this appointment applicants should have the academic qualifications and the experience to contribute to general courses in Special Education and to develop specialist courses in one of the following areas: physical handicap, learning disabilities, social deviance, multiple handicap, visual disabilities. Preference will be given to candidates with strength in a discipline area which contributes to the study of Education, for example, Sociology or Psychology.
1 March, 1977.

LECTURER IN POLITICS
School of Social Sciences

Preference will be given to applicants with an interest in Australian politics, but applicants in the fields of International politics, Chinese politics, South East Asian politics, African or Comparative politics would be welcome.
Interest in the multi-disciplinary courses offered by the School of Social Sciences will be encouraged and opportunities for participation in such courses provided.
28 February, 1977.

University of Melbourne
READER/SENIOR LECTURER DEPARTMENT OF STATISTICS

The appointee will be expected to have a strong background in mathematical statistics and probability theory; experience in applications and consulting will be an advantage.
Duties will include undergraduate teaching, supervision of research students and active involvement in research and/or consultancy.
8 April, 1977.

LECTURER IN GERMAN
Department of Germanic Studies

Applicants must have extensive teaching experience in German language and literature. They should, preferably, hold a doctorate and have carried out substantial research. Qualifications in Medieval German would be an advantage.
10 March, 1977.

LECTURER (LIMITED TENURE) IN WOMEN'S HISTORY
Department of History

The Department of History wishes to appoint, for a term of three years, someone conversant with new approaches to women in history.
It is expected that at first the lecturer will help to illuminate one or more of the existing areas of specialisation within the department but later may introduce a new course.
28 February, 1977.

UNIVERSITY OF IBADAN NIGERIA

Applications are invited for the following posts:

1. DEPARTMENT OF MATHEMATICS
(a) READER
(b) SENIOR LECTURER
(c) LECTURER

For all posts, applicants should possess a Ph.D. in Mathematics. For (a) preference will be given to Applied Mathematicians with research interest in Physical/Biological problems but applicants in Pure Mathematics would also be considered. Applicants must be able to teach a variety of undergraduate courses and should be able to initiate and supervise research work in their area of studies. Research and teaching experience at University level is essential. For (b) the area of specialisation is open but applicants must be able and prepared to teach undergraduate courses in Pure or Applied Mathematics. Research and teaching experience at University level is essential. For (c) preference will be given to candidates whose interest in research is in the broad area of Probability/Measure Theory, Topology/Geometry or Quantum Field Theory.

2. DEPARTMENT OF STATISTICS
(a) RESEARCH FELLOW
(b) LECTURERS (4 posts)

Candidates for (a) and (b) should possess postgraduate qualifications in Statistics or related discipline. For (a) experience in research and/or consulting in statistical methods and some knowledge of computer usage will be an advantage.

Salary Scale: Reader, N8,868-N9,828 p.a. (£7,778-£8,621 p.a. sterling). Senior Lecturer, N7,764-N8,724 p.a. (£6,810-£7,652 p.a. sterling). Lecturer/Research Fellow, N5,460-N6,984 p.a. (£4,789-£6,126 p.a. sterling). (£1 sterling equals N1.14 as at 11th January, 1977). Bonus (partly taxable) of 25 per cent is payable on contract appointments.

There may be supplementation of salaries for Readership and Senior Lectureship positions, in range £1,806-£1,944 p.a. (sterling) for married appointees or £108-£180 p.a. (sterling) for single appointees (usually reviewed annually and normally free of all tax) and provision of children's education allowances and holiday visit passages. This supplementation is unlikely to apply to persons appointed at Lecturer or Research Fellow level. Family passages, various allowances; superannuation scheme; biennial overseas leave.

Detailed applications (2 copies) including a curriculum vitae and naming three referees, should be sent by air mail, not later than 22nd February, 1977, to the Registrar, University of Ibadan, Ibadan, Nigeria.

Applicants resident in UK should also send one copy to the Inter-University Council, 90/91 Tottenham Court Road, London W1P 0DT. Further particulars may be obtained from either address.

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

CHAIR IN ENGLISH

The University will amalgamate with Loughborough College of Education next August and applications are invited for the post of Professor of English in the Department of English and Drama in the reformed institution. Candidates will be expected to have a strong academic background in English; administrative experience would be an advantage; a major responsibility of the new professor will be to stimulate and extend the Department's range of activities across the academic spectrum.

Salary within professorial range. Further particulars and application forms are available from the Assistant Registrar (Establishment) ref. 77/02FDR. Candidates wishing to discuss the appointment informally should write to Professor Leslie Cantor, Senior Pro-Vice-Chancellor, or telephone him at L'boro 63171 ext. 208.

Loughborough Leicestershire

UNIVERSITY OF SINGAPORE

CHINESE STUDIES

Applications are invited for appointment to the post of LECTURESHIP in the Department of Chinese Studies. Candidates should possess a Ph.D. degree with relevant teaching/research experience, and must be able to teach at least two of the following courses in both Mandarin and English: *(1) Chinese History and Culture; (2) Chinese in Southeast Asia; (3) Modern China; (4) Translation from Chinese into English and vice versa at advanced level.* Gross monthly emoluments in the range from S$1,390 to S$2,540 approx., the initial amount depending on the candidate's qualifications and experience. In addition, the University pays a 13th month annual allowance of one month's salary in December of each year; and contributes to the staff member's provident fund at 15 per cent of basic salary and allowances. Leave, medical, housing and other benefits are also available.

Candidates should write to: The Registrar, University of Singapore, Singapore 10, giving curriculum vitae (bio-data), with full personal particulars and also the names and addresses of three referees.

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

Lecturer in Economic and Social History

Applications are invited from suitably qualified graduates for the above lectureship. The person appointed will preferably have an interest in British or European economic and social history. Research is actively encouraged and an early appointment is anticipated.

Salary within scale £3,333 to £6,[illegible]. Postcard requests for further details and application form to Assistant Registrar (Establishment) ref. 77/03EH.

Loughborough Leicestershire

ABERDEEN
THE UNIVERSITY
SENIOR LECTURER

Applications are invited for a SENIOR LECTURESHIP in the DEPARTMENT of SOCIOLOGY. Salary on scale £6,443 to £7,981 with appropriate placing.

Further particulars from the Secretary, The University, Aberdeen, with whom applications (two copies) should be lodged by 11th February 1977.

BANGOR
UNIVERSITY COLLEGE OF NORTH WALES

Applications are invited for the post of LECTURER in EDUCATIONAL PSYCHOLOGY to commence on the 1st October, 1977.

The successful candidate will be involved in teaching on both undergraduate and postgraduate courses.

Salary will be on the lower end of the Lecturer's scale: £3,333 to £6,665 per annum.

Further particulars may be obtained from the Assistant Registrar (Personnel), University College of North Wales, Bangor, Gwynedd LL57 2DG, and to whom applications (two copies), should be sent giving details of age, education and experience together with the names and addresses of three referees.

BANGOR
UNIVERSITY COLLEGE OF NORTH WALES
DEPARTMENT OF ECONOMICS

Applications are invited from persons with good Honours degrees in Accounting and/or Economics for two posts of LECTURER / SENIOR LECTURER in ACCOUNTING. A professional Accountancy qualification is desirable. Applicants should have a special interest in either Management Accounting or Financial Control.

The posts are to be filled in the Summer of 1977. An appointment at Senior Lecturer level for one of the two posts would carry responsibility for the degree course in Accounting and Financial Administration within the Department of Economics.

Applications (two copies), giving details of age, education and experience together with the names and addresses of three referees should be submitted to the Assistant Registrar (Personnel), University College of North Wales, Bangor, Gwynedd LL57 2DG, by not later than 14th February, 1977.

BELFAST
THE QUEEN'S UNIVERSITY
CHAIR OF COMPUTER SCIENCE

The Senate of the Queen's University of Belfast invites applications for the Chair of Computer Science at present held by Professor C. A. R. Hoare who is leaving to take up the Chair of Computation at Oxford University.

The appointment is from 1st October 1977 (or such later date as may be agreed) at a salary of £8,799 per annum with contributory pension rights under F.S.S.U./U.S.S.

In addition to the Professor, the department has at present an academic staff of eight, a systems analyst and two senior computer programmers. It possesses a number of small computers for research purposes and also has access to the University's ICL 1906S which is in a separate Computer Centre headed by a Director. The department is an autonomous part of the School of Physics and Mathematical Sciences.

Assistance is available with removal expenses.

Further particulars may be obtained from the Personnel Officer, The Queen's University of Belfast, BT7 1NN, Northern Ireland. Closing date: 28th February 1977. Please quote ref. 77/THES.

BIRMINGHAM
UNIVERSITY OF ASTON
MANAGEMENT CENTRE
LECTURESHIP IN ORGANISATIONAL BEHAVIOUR

Applications are invited for a Lectureship in Organisational Behaviour tenable from 1st July 1977. Applicants should be Graduates in the Social Sciences, Business Studies or related fields. Research and practical experience will be an advantage.

Informal enquiries may be made to Professor John Child (Tel. 021-359 3611, ext. 488).

Commencing salary will be within the range £3,333 to £5,016 per annum on a scale rising to £6,665 per annum.

Application forms and further particulars can be obtained from the Staff Officer (quoting ref. no. 169/186), University of Aston in Birmingham, Gosta Green, Birmingham B4 7ET, to whom applications should be returned not later than 14th February 1977.

EDINBURGH
THE UNIVERSITY
FACULTY OF MEDICINE
SCHOLARSHIP FUND

Applications are invited for RESEARCH AWARDS tenable in the FACULTY of MEDICINE.

Stipends are at the following levels:—

Scholars with degrees in medicine or dentistry, £3,012 to £3,512 to £3,612.

Scholars with degrees in arts or science, £1,270.

Postdoctoral Fellows (may be awarded from time to time), £2,912 to £3,063 to £3,212.

The awards include the payment of University fees and assistance towards conference expenses.

Further details and application forms, which must be returned before 31st March, 1977, may be obtained from the Dean of the Faculty of Medicine, University of Edinburgh, Medical School, Teviot Place, Edinburgh, EH8 9AG.

BIRMINGHAM
THE UNIVERSITY
CENTRE FOR RUSSIAN AND EAST EUROPEAN STUDIES
DEPARTMENT OF SOCIOLOGY

Applications are invited for a LECTURESHIP in SOVIET SOCIOLOGY, vacant from 1st October, 1977. Preference will be given to candidates specialising in industrial sociology. Salary will be within the range of £3,333 to £6,[illegible] per annum (plus superannuation) depending on age and experience.

Further particulars may be obtained from the Assistant Registrar (RS), University of Birmingham, P.O. Box 363, Birmingham B15 2TT, to whom applications should be submitted by 1st March, 1977. Quote Ref. LRC/TH.

CANTERBURY
UNIVERSITY OF KENT
LIBRARIAN

Applications are invited for the post of Librarian of the University, which will become vacant on the retirement of Mr W. J. Barlow on 30th September, 1977. The salary will be within the range for the Grade IV Senior Library Staff [illegible].

Further particulars may be obtained from The Registrar, The University, Canterbury, Kent CT2 7NZ, to whom completed applications, including the names of three referees, should be sent by 25th February, 1977, quoting reference A2/77.

Universities continued

The British Council

invites applications for the following posts:

Assistant Professor of English (Liberia)
University of Liberia, Monrovia
To lecture in English Language and Linguistics and set up courses in Remedial English and ESP.
A first degree in English or Modern Languages and a Master's degree plus a postgraduate TEFL qualification, or an MA in Applied Linguistics. At least 3 years' teaching experience abroad. Preferred age range 25-35.
Salary: £5,210-£7,051 pa.
Benefits: free accommodation; overseas and children's allowances and other benefits. Two-year contract, renewable. 76 HU 122

ELT Adviser (Mali)
Ministry of Education, Institut Pedagogique National, Bamako
Teacher-training, in-service training, materials production, coordination of ELT.
Degree, postgraduate TEFL qualification, extensive overseas TEFL experience, including teacher training and textbook/materials production experience; good knowledge of French essential.
Salary: £5,001-£6,845 pa.
Benefits: overseas and children's allowances; furnished accommodation; annual passage-paid leave. Two-year contract. 76 HE 13

Return fares are paid. Local contracts are guaranteed by the British Council.
Please write, briefly stating qualifications and length of appropriate experience: quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

CARDIFF
UNIVERSITY COLLEGE

Applications are invited for a CHAIR OF SCIENCE EDUCATION in the department of Education.

Salary within the professorial range. Duties to commence 1st October 1977.

Applications (two copies) together with the names and addresses of three referees, should be forwarded to the Vice-Principal (Administration) and Registrar, University College, PO Box 78, Cardiff, CF1 1XL, from whom further particulars may be obtained. Closing date: 18th March 1977. Please quote reference 1154.

CRANFIELD
NATIONAL COLLEGE OF AGRICULTURAL ENGINEERING
(a School of Cranfield Institute of Technology, located at Silsoe, Bedfordshire)

Invites applications for the post of LECTURER in STATISTICS and MATHEMATICS.

The duties will be teaching statistics and some mathematics in B.Sc. and postgraduate courses in agricultural engineering and related fields and providing a consultancy service in statistics to staff and students in their research and project work. The successful candidate would also be encouraged to initiate work in his own field of interest.

Candidates should have either a first degree in Mathematics or Engineering with a postgraduate qualification in Statistics or an honours degree in Statistics. They should preferably have had some experience in teaching and/or applications of statistics.

Familiarity with applications in agriculture or agricultural engineering would be an advantage.

Application form and further particulars from the Secretary (Appointments), Cranfield Institute of Technology, Cranfield, Bedford, MK43 0AL. Ref. 200. Tel.: Bedford 750111.

DYFED
LECTURESHIP IN WELSH HISTORY

Applications are invited for the post of Lecturer in Welsh History to begin 1st October, 1977. Salary on scale £3,333 to £6,665 with FSSU/USS membership.

Further particulars and application forms from Academic Registrar, Saint David's University College, Lampeter, Dyfed, SA48 7ED. Closing date 18th February, 1977.

EXETER
THE UNIVERSITY
ARABIC AND ISLAMIC STUDIES

Applications are invited for a post of temporary LECTURER in ISLAMIC PHILOSOPHY within the Department of Theology. This post is tenable from September 26, 1977, for a period of three years.

Commencing salary within the range £3,333 to £3,975 per annum.

Further particulars from Miss Doreen B. Watson, Administrative Assistant (Appointments), University of Exeter, Exeter EX4 4QJ, to whom applications (seven copies, candidates overseas one copy) should be sent by February 14, 1977. Please quote reference 1/10a/3149.

CAMBRIDGE
MAGDALENE AND QUEENS' COLLEGES

The College propose to make a joint teaching appointment in PURE MATHEMATICS from October 1, 1977.

Further particulars may be obtained from the President's Secretary, Queens' College, Cambridge CB3 9ET.

Applications should be submitted by March 1, 1977, and should include a statement of qualifications and experience and the names of two referees.

KENT
UNIVERSITY OF KENT AT CANTERBURY
FACULTY OF SOCIAL SCIENCES
CHAIR OF ECONOMICS

Applications are invited for the Chair of Economics which will become vacant on October 1st, 1977, on the retirement of Professor W. Hagenbuch. Candidates will be considered whose main interest is in any branch of Economics.

Salary will be at a point within the Professorial range with a minimum of £8,100 per annum.

Further particulars and application forms can be obtained from Mr. J. E. Reilly, Cornwallis Building, The University, Canterbury, Kent. Completed applications (three copies) should be returned not later than 28th February, 1977. Please quote reference A1/77.

LONDON
THE UNIVERSITY
LONDON SCHOOL OF ECONOMICS
SECRETARY TO THE GRADUATE SCHOOL

The School will appoint a Secretary to the Graduate School from 1st October 1977; the present Secretary is retiring. The duties will include management of the Graduate School Office, secretaryship of the Graduate School Committee and administrative support for the academic officers concerned with graduate studies. Starting salary is likely to be within Administrative Grade II (£5,423 x £204—£6,143 x £212—£6,665 plus London Allowance) with the possibility of promotion in due course to Grade III (£6,443 x £212—£6,656 x £216—£7,981).

A good honours degree and some administrative experience are essential; possession of a research degree or experience in research would be an advantage.

Further particulars and application forms from the Administrative Officer, Room H610, The London School of Economics and Political Science, Houghton Street, London WC2A 2AE to whom applications should be returned not later than 18th February, 1977.

MALAYA
THE UNIVERSITY
FACULTY OF LAW

Applications are invited for the post of LECTURER in the FACULTY OF LAW. Candidates for the appointment should possess a Master's degree or its equivalent in the required field.

Salary Scales (All inclusive) (approximate sterling equivalents): £2,400 x 109 to 2,836/3,163 x 109 to 3,381/Eff. Bar £3,490 x 163 to 3,981/Review Point £4,145 x 163 to 4,636. The commencing salary for Lecturers with Ph.D. degree shall be £2,836 per annum.

Further particulars and application forms are obtainable from the Association of Commonwealth Universities (Appointments), 36 Gordon Square, London WC1H 0PF.

The closing date for the receipt of applications is 26 February 1977.

OXFORD
LINCOLN COLLEGE

The College invites applications for a LECTURESHIP in ENGLISH tenable for five years from the 1st October, 1977. The salary is tied to the bottom five points of the National Lecturers' Scale. The Lecturer will be called on to teach papers on Literature from Middle English through to 1740 and some aspects of the History of the English Language.

Further particulars may be obtained from the Rector, Lincoln College, Oxford, OX1 3DR, to whom applications, with curriculum vitae, and the names of three referees, should be sent by the 1st March, 1977.

MOROCCO
MOHAMMED V UNIVERSITY RABAT
ECOLE NORMALE SUPERIEURE (Teachers' Training College)
ASSISTANT/ASSISTANT PROFESSOR

Two teaching positions are available at the Ecole Normale Supérieure of Rabat in a programme [illegible] the methodology of TEFL. The successful candidates will work with their Moroccan colleagues in preparing Moroccan teachers of English. Students of the Ecole Normale Supérieure are already graduates.

Qualifications: M.A. or Ph.D. in TEFL and/or Applied Linguistics plus appropriate experience.

Salary: Maître Assistant (Master's Degree), DHS. 2,052.22 [illegible]; Maître de Conférence (Ph.D.), DHS. 3,055.00 dirhams.

Date of appointment: 15 September, 1977.

Deadline for applications: 15 June, 1977.

Send inquiries and applications to: Mr Le Directeur, Ecole Normale Supérieure, Rabat, Morocco.

READING
THE UNIVERSITY
CENTRE FOR APPLIED LANGUAGE STUDIES
TUTORSHIPS IN ENGLISH AS A FOREIGN LANGUAGE

Applications are invited for three posts of Tutor in English as a Foreign Language in the Centre for Applied Language Studies. Applicants should possess a post-graduate qualification in E.F.L. teaching and/or applied linguistics and should have some years experience of teaching, preferably in Asia, Latin America, the Middle East or non-anglophone Africa. Experience in teacher training is highly desirable for two of the posts. Persons appointed will be expected to take up duties on June 1, 1977, or as soon as possible thereafter and will be offered a contract for three years in the first instance. All appointments are subject to the usual probationary period of three months.

Further information may be obtained from the Registrar (Room 214, Whiteknights House), The University, Whiteknights, Reading RG6 2AH, by whom applications should be received not later than February 28, 1977.

READING
THE UNIVERSITY
LECTURESHIP IN LAW

Applications are invited for a Lectureship in the recently established Department of Law. Applications are welcomed from candidates with interests in all fields of legal studies. Previous applicants need not re-apply.

The person appointed should take up duties on October 1, 1977, or such other date as may be arranged.

Further information may be obtained from the Registrar (Room 214, Whiteknights House), The University, Whiteknights, Reading RG6 2AH, by whom applications should be received not later than February 26, 1977.

READING
THE UNIVERSITY
CENTRE FOR APPLIED LANGUAGE STUDIES
DIRECTOR OF COURSES
ENGLISH AS A FOREIGN LANGUAGE

Applications are invited for the post of Director of Courses in the Centre for Applied Language Studies. The person appointed will be responsible in the first instance for developing a programme of short courses for teachers of English as a foreign language. Applicants should possess a good honours degree and postgraduate qualification in E.F.L. and/or applied linguistics. They should also have taught English for several years in a non-European context and should have considerable experience of teacher-training. The person appointed will be expected to take up duties as soon as possible, but no later than 1st June 1977.

Further information may be obtained from the Registrar (Room 214, Whiteknights House), The University, Whiteknights, Reading RG6 2AH by whom applications should be received not later than 28th February, 1977.

SHEFFIELD
THE UNIVERSITY
CHAIR OF LAW

Applications are invited for a newly established CHAIR of LAW tenable from a date to be arranged. Salary in the range approved for professorial appointments with superannuation provision.

Further particulars from the Registrar and Secretary, The University, Sheffield S10 2TN, to whom applications (one copy only) should be sent by 7th March, 1977. Quote Ref. R.512/DI.

DUBLIN
ROYAL COLLEGE OF SURGEONS IN IRELAND
LECTURER/SENIOR LECTURER IN BIOCHEMICAL PHARMACOLOGY
DEPARTMENT OF CLINICAL PHARMACOLOGY

A vacancy exists for a Biochemical Pharmacologist at the level of Lecturer/Senior Lecturer. The level of the appointment will depend on seniority and background of the appointee.

The Department of Clinical Pharmacology has recently been set up and is still in the early developmental stage. The appointee will play an important role in the development of the department and his main involvement will be in setting up a new Biochemical Pharmacology laboratory, including a drug plasma level service, participation in undergraduate teaching of Pharmacology and in addition to undertaking his own programme of research, will be expected to collaborate where appropriate in other research projects in the department.

Salary scales are: Lecturer, £4,560 by £230 (11) to £7,090; Senior Lecturer, £6,360 by £225 (5) to £7,485.

In addition there is a non-contributory pension scheme in operation and family and children's allowances are payable.

Initial inquiries should be made to: Professor Kevin O'Malley, Department of Clinical Pharmacology, Royal College of Surgeons in Ireland, Dublin 2.

Closing date for submission of applications: Friday, February 25, 1977.

SOUTH AFRICA
UNIVERSITY OF THE WITWATERSRAND
JOHANNESBURG
CHAIR OF MUSIC AND HEADSHIP OF THE SCHOOL OF MUSIC

Applications are invited from suitably qualified persons for appointment to the CHAIR of MUSIC and HEADSHIP of the School of Music.

The special qualifications and interests of an applicant may lie in any one or more of the several appropriate areas, such as musicology or aspects thereof, composition or performance.

The salary attached to the post currently falls within the range R16,000 to R19,500 plus a 10 per cent pensionable allowance. The initial salary will be determined according to qualifications and experience.

The University's policy is not to discriminate in the appointment of staff or the selection of students on the grounds of sex, race, religion or colour. Further particulars relating to this practice are included in an information sheet obtainable from Miss J. Lloyd, London Representative, University of the Witwatersrand, Chichester House, 278 High Holborn, London WC1V 7HE, or from the Registrar, University of the Witwatersrand, Jan Smuts Avenue, Johannesburg, South Africa, with whom applications should be lodged not later than 15th February, 1977.

SURREY
THE UNIVERSITY
LECTURER IN CIVIL ENGINEERING
(re-advertisement)

Applications are invited for the post of Lecturer in the Department of Civil Engineering from candidates holding a good honours degree with teaching, research and practical experience in Experimental Stress Analysis and Strength of Materials.

The salary will be within the range: £3,333-£6,665 (depending upon qualifications and experience), with superannuation under USS conditions.

Further particulars of the post may be obtained from the Academic Registrar (LJ/G), University of Surrey, Guildford, Surrey GU2 5XH, or Tel: Guildford 71281, Ext. 452, to whom applications, in the form of a curriculum vitae including the names and addresses of two referees, should be sent by 21 February 1977.

SUSSEX
THE UNIVERSITY
THE MAURICE RECKITT RESEARCH FELLOWSHIP

Applications are invited for the Maurice Reckitt Research Fellowship in Christian Social Thought established at the University of Sussex by the Christendom Trust. The appointment will run for two years, with a possible extension to a third. Applicants should be qualified in sociology, economics, social history or theology. Salary (including F.S.S.U./U.S.S.) will be within the range £3,333 to £3,761 per annum on the University Lecturer's scale (£3,333 to £6,665 per annum). As well as research the Fellow will be expected to undertake up to four hours teaching per week at undergraduate or postgraduate level.

The Fellowship has been endowed to promote research into Christian social thinking and its applications. While the Appointing Committee will be open to suggestions from applicants as to possible topics for research, it wishes to promote further research in the tradition which was established by the work of the Christendom Group in the period 1920-1940.

Further particulars and application forms, returnable (with an outline of applicant's research project) by 21st February, 1977, are obtainable from the Establishment Section, Office of Arts and Social Studies, Arts Building, University of Sussex, Brighton BN1 9QN (Brighton 606755 - extension 1050 Mrs Bolerhoven), quoting reference 488/3.

ULSTER
THE NEW UNIVERSITY
SCHOOL OF SOCIAL SCIENCES
LECTURER IN NURSING STUDIES

Applications are invited for appointment to the post of Lecturer in Nursing Studies. The appointment will commence as early as possible.

The programme in Nursing Studies, which is based in the School of Social Sciences and organised in conjunction with the Western Area Group School of Nursing based in Londonderry, was introduced in October, 1975. The successful candidate will take part in the teaching of the programme, in co-ordinating the University and hospital-based studies, and in the associated programme of research.

Candidates should be graduates in a related subject area and be suitably qualified nurses with relevant experience. They should also be registered nurse tutors (or holders of equivalent qualifications recognised by the Northern Ireland Council for Nurses and Midwives).

Salary scale (with F.S.S.U./U.S.S.) £3,333 to £6,665 per annum.

It is the practice of the University to appoint at the lower end of the scale but in this case consideration will be given to an appointment throughout the full range of the scale.

Further particulars may be obtained from The Registrar, The New University of Ulster, Coleraine, Northern Ireland (quoting ref. 77/15) to whom applications, including the names and addresses of three referees, should be sent not later than February 18, 1977.

UNITED STATES OF AMERICA
WEST VIRGINIA UNIVERSITY

Opening for POST-DOCTORAL STUDENT to work on particle removal from coal liquids. Research involves surface and colloid chemistry in nonaqueous media, will consider chemical engineer or chemist's background on surface and colloidal chemistry preferable.

Contact Dr. J. D. Henry, Department of Chemical Engineering, West Virginia University, Morgantown, West Virginia, U.S.A., 26506.

WARWICK
THE UNIVERSITY
LECTURESHIP IN STATISTICS

Applications are invited for a new post of Lecturer in the Department of Statistics, tenable from 1st October, 1977. Research interests may be in any major area of Statistics and Probability. Initial salary within the first four points of the Lecturer scale [illegible] p.a. with FSSU/USS.

Application forms and further particulars from the Academic Registrar, University of Warwick, Coventry CV4 7AL, quoting Ref. No. 25/1/77. Closing date for receipt of applications is 4th March, 1977.

OXFORD
THE E. P. A. CEPHALOSPORIN JUNIOR RESEARCH FELLOWSHIP

The College invites applications from GRADUATES under [illegible] years of age on October 1, 1977, for an E.P.A. [illegible] Junior Research [illegible] in [illegible] [illegible] for [illegible] years from that date. The salary is tied to the National [illegible] Scale.

Further particulars may be obtained from the Rector, [illegible] College, Oxford [illegible], to whom applications should be sent by March 1, 1977.

READING
THE UNIVERSITY
UNIVERSITY POSTGRADUATE STUDENTSHIPS

Applications are invited for University Postgraduate Studentships from persons who hold a first degree or who will have completed a first degree course by July, 1977. Awards may also be made in the Huntley and Palmers Agricultural Research Studentship, the Herbert Knapman Postgraduate Studentship in Science and the Paul White Studentship in Mathematics.

Studentships are tenable for a maximum period of three years from October 1, 1977, subject to annual renewal, and will be of the value of £1,270 per annum, together with payment of the Composition and the Students' Union Fees.

Further particulars and application forms may be obtained from the Senior Assistant Registrar, Room 223, Whiteknights House, University of Reading, Whiteknights, Reading RG6 2AH, by whom applications (3 copies) must be received not later than March 1, 1977.

Fellowships

OXFORD
JESUS COLLEGE

The College invites applications from men and women for a JUNIOR RESEARCH FELLOWSHIP open to candidates intending to pursue research in an Arts subject (excluding the Social Sciences) and tenable for 2-3 years from 1st October 1977.

Further particulars may be obtained from the Vice-Principal, Jesus College, Oxford, to whom applications must be sent no later than 11th February 1977.

Polytechnics

Faculty of Business—Barking Precinct
Department of Accounting and Finance

Principal Lecturer in Accounting

A vacancy exists for a Principal Lecturer to play a major role in Part 2 of the Accounting and Finance degree course and in the final stages of professional courses. A professional accounting qualification and subsequent professional experience is essential: a relevant higher degree and/or substantial teaching experience is desirable. (Ref. S/AO.287)

Salary Scale: Principal Lecturer: £5,940-£7,578
(Plus £312 Supplement and appropriate London Allowance)

Further details and application form from: Senior Staffing Officer (2) North East London Polytechnic, Forest Road, London E17 4JB. Telephone 01-527 2272 (Extension 20)
Completed applications to be returned by the 14th February.
Please quote above reference no.

NELP North East London Polytechnic

NORTH STAFFORDSHIRE POLYTECHNIC
FACULTY OF APPLIED SCIENCE
LECTURER/SENIOR LECTURER in GEOLOGY

The successful applicant will participate in the development of Geology and Earth Science generally, in the Polytechnic. The duties will include the teaching of Geology at Honours Degree level. Completed application forms should be returned within two weeks of the appearance of this advertisement.

Salary scale: Lecturer II, £3,279 to £5,493
Senior Lecturer, £5,031 to £5,955
(bar) £6,417 and supplement of £312.00.

Application forms and further particulars may be obtained from the Deputy Director (Staffing), North Staffordshire Polytechnic, College Road, Stoke-on-Trent ST4 2DE. Telephone (0782) 45531.

Administrative Assistant

£3,126 to £3,450

required in the Faculty of Business, Barking Precinct, Longbridge Road, Dagenham, Essex, to assist in the development, design and operation of administrative procedures to support the Faculty's academic and educational work. He/she will be involved in short-term and long-term Faculty Planning activities and the provision of facts and figures on student demand and staff development.
Ideally, applicants will possess a degree, preferably related to the general work covered by the Faculty.
The starting salary will be within the inclusive scale quoted and is dependent on age, qualifications and experience.
For an application form and further details, please contact The Personnel Office, North East London Polytechnic, 109 The Grove, London E15 1EN. (Tel.: 01-555 0811, ext. 33) quoting Ref.: A281/77. Closing date: 11th February, 1977.

NELP North East London Polytechnic

Polytechnics continued

NORTH STAFFORDSHIRE POLYTECHNIC

DEPARTMENT OF ECONOMICS LECTURER IN ECONOMIC HISTORY AND ECONOMICS

The Department of 15 Economists is responsible for a (C.N.A.A.) Honours Economics Degree and teaching Economics on, a number of other degree courses. The successful candidate would be expected to be able to teach final year under-graduates Economic History and first year Economics on the Economic Degree Course.

Appointment will be made at Lecturer II/Senior Lecturer level, dependent on qualification and experience.

Salary scale :

Lecturer II £3,279-£5,493

Senior Lecturer £5,031-£5,955 (bar) £6,417

All scales with a supplement of £312.

Application form and further particulars from the Deputy Director (Staffing), North Staffordshire Polytechnic, College Road, Stoke-on-Trent ST4 2DE.

Teesside Polytechnic

HEAD OF DEPARTMENT OF ART AND DESIGN (Grade V)

Due to the retirement of the present Head, a vacancy will occur from September 1977 for a person to take charge of an expanding department, at present operating honours degree courses in Industrial Design and Interior Design. Also a Clothing Management course leading to the professional examinations of the Clothing Institute.

A young, well qualified professional artist, architect or designer of repute is sought to lead an enthusiastic team in degree teaching and research.

Candidates should be able organisers with considerable experience in, and / or knowledge of, art and design education at undergraduate level.

Salary : within the scale £7,395 to £8,271 + £312 supplement.

Application forms and further particulars from the Director, Teesside Polytechnic, Middlesbrough, Cleveland, TS1 3BA, returnable within 14 days.

pcl
The Polytechnic of Central London

On behalf of
Ngee Ann Technical College
Singapore
Shipbuilding and Repair Technology

This new Department of a rapidly developing FE/HE College requires a
Senior Lecturer
£6134-£7217
with a good honours degree, preferably in Naval Architecture, and at least 7 years relevant teaching and/or industrial (Shipyard or Marine Engineering) experience.

This post is initially on a 3-year contract (renewable) and includes the usual overseas benefits. Details and application form, to be returned as soon as possible, from The Establishment Officer 309 Regent Street London W1R 8AL. 01-580 2020 Ext. 212.

Welfare Officer £3,519-£3,879

To be responsible for welfare advice to students within the North Essex area.

The person appointed will be a member of a team whose objectives is to provide services for students in order to solve any problems that they may have. No specific qualification is required, although social work training could be available. Relevant experience is desirable as is being a car owner. Some knowledge of the social and physical geography of East London would be valuable.

The salary is on the initial incisive scale quoted and the starting point will be dependant on age, qualifications and experience.

Further information and application forms are available from : The Personnel Office, North East London Polytechnic, 109 The Grove, London E15 1EH. (Telephone 01-555 0611 ext. 92), please quote reference A285/77.

Closing date February 11, 1977.

NELP North East London Polytechnic

LANCHESTER
THE POLYTECHNIC
FACULTY OF SOCIAL SCIENCE

LECTURER (Grade II) in ACCOUNTANCY

Salary within the scale £3,279 to £5,493 plus £312 supplement per annum.

In certain circumstances the salary may be above the minimum of the scale.

For application form and further particulars please apply in writing / enclosing a stamped addressed foolscap envelope to the Assistant Secretary (Establishments), Lanchester Polytechnic, Priory Street, Coventry, CV1 5FB, returnable within 10 days of the appearance of this advertisement.

NEWCASTLE UPON TYNE
THE POLYTECHNIC
DEPARTMENT OF MODERN LANGUAGES

LECTURER II IN RUSSIAN (TEMPORARY)

Required for two years, commencing April 1977, applicants who should be honours graduates, should be able to teach Russian language to degree level and have a special interest in Soviet Politics.

Salary : Lecturer II, £3,279 to £5,343 plus £312 per annum supplement.

For further particulars and application forms, returnable by February 14, 1977, please send stamped addressed foolscap envelope to Staffing Office, Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne NE1 8ST.

WALES
THE POLYTECHNIC
POLYTECHNIC CYMRU
DEPARTMENT OF CIVIL ENGINEERING AND BUILDING

Applications are invited for the post of:

PRINCIPAL LECTURER IN BUILDING

Salary scale: Principal Lecturer £6,234 to £7,395 (bar) £7,890.

Please enclose large, stamped addressed envelope for further details and application forms (returnable by 1 February 1977) from The Personnel Officer, The Polytechnic of Wales, Pontypridd, Mid Glamorgan CF37 1DL.

Courses

UNIVERSITY OF GLASGOW
GRADUATE COURSES IN SOVIET AND EAST EUROPEAN STUDIES WITH OPTIONAL SUBJECTS IN MODERN CHINESE STUDIES

The University offers a two-year course leading to the higher degree of M.Phil. in Soviet and East European Studies with optional subjects in Modern Chinese Studies, which is taken by examination and a dissertation; and a one-year course leading to the Diploma in Soviet Studies, taken by examination only.

Facilities are also offered for research, leading to the degrees of M.Litt. (two years) and Ph.D. (three years).

Good honours graduates in the social sciences, in the relevant languages, and some other subjects are considered. Russian language instruction is provided.

Further particulars may be obtained from : Institute of Soviet and East European Studies, University of Glasgow, Glasgow G12 8LO.

In reply please quote Ref. No. 3889.

ESSEX
THE UNIVERSITY
POSTGRADUATE POLITICAL SCIENCE
DEPARTMENT OF GOVERNMENT
FOR M.A. DEGREES

Five alternative M.A. Schemes are offered to GRADUATES (and mature candidates with exceptionally strong backgrounds). The M.A. schemes involve courses, examinations and a short thesis during a 12-month sequence. Attendance for part-time attendance may be made. In addition to these schemes a conversion with emphasis on International Politics theory is offered to previous training in mathematics is required for this area of specialisation.

The schemes are in :-

(1) POLITICAL BEHAVIOUR.
(2) SOVIET POLITICS.
(3) LATIN AMERICAN POLITICS.
(4) UNITED STATES POLITICS.
(5) WESTERN EUROPEAN POLITICS.

The graduate programme is well established : 13th year in 1977 and the M.A. Course in Government and International Politics began with effect from October 1976. Research Programmes also include Ph.D. by thesis.

The staff of over 20 offer a wide range of options / courses. Some 70 M.A. and 15 resident Ph.D. candidates each session make a lively graduate atmosphere. Library, computer, etc., support is excellent. Study awards are available. Intensive Russian or Mathematics courses are available. Further details and application forms from : Graduate Secretary, Department of Government, University of Essex, Colchester CO4 3SQ. Colchester 3...

LONDON
THE UNIVERSITY
M.SC. IN HUMAN COMMUNICATION

This course was established in 1971 and is designed to offer a research training in the field of disorders of communication.

Details of the one year full-time and two-year part-time courses commencing in October may be obtained from : The Secretary, Mr. Blackburn, Bond, London City University, 34 Bastwick Street, London EC1V 4PB. Applications for admission to the course should be made on forms obtainable from the Assistant Secretary (Establishments), Lanchester Polytechnic, Priory Street, Coventry, CV1 5FB, returnable within 10 days of the appearance of this advertisement.

Announcements

CATALOGUE No. 3 new handy, mail, children's books, first and limited editions, historical books, private presses, Ruskin, etc. Longs Bookshop, Howard Hall, Woodhouse Lane, Leeds LS2 9AH.

Appointments wanted

ASSISTANCE ON RESEARCH

HISTORY GRADUATE (M.A.) wishing to undertake short-term but important research projects, preferably on a commission basis, but anything considered if terms reasonable. References available.

Box 1859 THES, The Times WC1X 8EZ.

PROFESSOR OF ENGLISH, 42

GRADUATE in LATIN and English, M.A., Ph.D., many publications, experience in most levels of English teaching, previously Assistant in plant, Grade B Cardiff, would now need to Britain from September.

Write Box 1858 THES, The Times W.C.1X 8EZ.

Colleges of Higher Education

EALING COLLEGE OF HIGHER EDUCATION

(A merger of Ealing Technical College and Thomas Huxley College of Education, Ealing)

Research Assistant in Economics

Graduate required to assist with research project on aspects of the contemporary maritime firm. Good knowledge of economic analysis and ability to handle quantitative material important. Knowledge of transport economics and a foreign language an advantage but not essential. The post is tenable from 1st March 1977 until 31st August 1977.

SALARY :
L/I £2,469 to £4,377 p.a., plus £402 p.a. London allowance plus £312 p.a. salary supplement

Application forms and further details from The Registrar (Room 17), Ealing College of Higher Education, St. Mary's Road, Ealing W5 5RF (addressed foolscap envelope please). Tel. 01-579 4111, Ext. 287.

Closing date : 11th February, 1977.

Ealing EDUCATION SERVICE

LA SAINTE UNION COLLEGE OF HIGHER EDUCATION
Required for September, 1977

LECTURER IN HISTORY

to assist in the teaching of newly developed courses in Modern and Contemporary European (including British) History to both BEd and BA candidates.

Further information regarding the vacancy can be obtained from the Principal, The Avenue, Southampton SO9 5HB.

Colleges of Art

Central School of Art and Design
Southampton Row, London WC1B 4AP

Fine Art Department

Principal Lecturer in Sculpture

Applications are invited from practising artists for the post of Principal Lecturer (with special responsibility for CNAA BA studies).

Salary Scale : (In accordance with the Burnham F.E. Report), £5,940-£6,642 (bar) £7,578 plus £312 supplement and £402 Inner London Allowance.

Further details and application forms obtainable from The Registrar and returnable within fourteen days of the appearance of this advertisement.

DEVON
EXETER COLLEGE OF ART AND DESIGN
LECTURER II SENIOR LECTURER IN TYPOGRAPHIC DESIGN

The Lecturer appointed will be primarily concerned with B.A. (Hons) Graphic Design Course.

Applicants should have a sound knowledge of typographic theory and practice and a Degree or equivalent qualification. Professional experience in design and teaching experience on a degree level course would be an advantage.

Salary : Lecturer II £3,279-£5,493 Senior Lecturer £5,031-£5,955 plus supplement.

Application form and details from : Chief Administrative Officer, Lord Heathfield House, South Street, Exeter EX2 6AS.

GLOUCESTERSHIRE

CHELTENHAM COLLEGE OF ART AND DESIGN
Principal : Cheltenham 31201

FULL TIME AND PART TIME LECTURERS required in FASHION. Salary scale £3,279 to £5,493 plus £312 supplement.

Applicants should have experience in degree level fashion work / teaching. Qualifications, currently recognised.

Further details and application forms available from the Principal. Envelopes stamped addressed please.

Colleges and Institutes of Technology

CAMBRIDGESHIRE

CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY

Applications are invited for the following posts at Lecturer Grade I (£5,493 to £6,291 plus £312 per annum), starting point to depend on qualifications and experience. Candidates, who should be able to start on 1st September 1977, should write for details to the Head of Management and Business Studies, C.A.T., Cambridge CB1 2AZ, and return by Friday, 11th February 1977.

LECTURER II in GOVERNMENT and ECONOMICS to share in the teaching of Government in full-time and part-time courses ranging from C.A.T. level to H.N.D. level. The individual's timetable will take account of the Lecturer's special interests and qualifications as well as the needs of the department. Some Economics teaching at A level would also be available. A good degree in Government (including Economics) is required, and research interest would be an advantage.

LECTURER in LAW required to share in the teaching of day to courses ranging from B.A.C.-H.N.D. in Business Studies and "A" level to H.N.D. and Tolleadze of the Institute of Legal Executives. A good degree in Law is essential and local or business experience would be an advantage.

LECTURER in SOCIOLOGY to share in the teaching of courses from C.A.T. level to degree level. A good degree in Sociology is required and research or field work is desirable.

Librarians

OXFORD
THE POLYTECHNIC

RADCLIFFE SCIENCE LIBRARY (The Scientific Department of the Radcliffe Library)

POST OF ASSISTANT LIBRARIAN (Accessions)

Applications are invited for the post of Assistant Librarian (Accessions) which will fall vacant on 1st April, 1977.

Candidates should have a good honours degree, preferably in Science, and several years' experience including a good knowledge of contemporary scientific literature. Ability with or knowledge of one or more modern languages is desirable. Duties will include supervision of accessions, order routines and binding. The post is also open to graduates from the Library Schools with an efficient record of 4½ years' training as at all will depend on age and experience.

Applications should be received not later than 7th February, 1977 by the Secretary of the Library, Polytechnic, Penny Lane, Liverpool L18 3DD. Further details may be obtained from the Deputy Librarian, Bodleian Library, Broad Street, Oxford OX1 3BG.

Colleges of Further Education

LONDON

Private tuition requires recently graduate TEACHERS of Basic Principles of Economics, Accounts, LITERATURE and FRENCH for May, 1977.

Write Box 1857, THES, The Times, W.C1X 8EZ.

REMINDER
Copy for Classified Advertisements in the THES should arrive not later than 10.30 am Monday preceding the date of publication

Colleges of Further Education continued

TECHNICIAN EDUCATION COUNCIL
Appointment of

EXTERNAL MODERATORS

The moderators will play a key role in establishing and maintaining the standards of the Council's awards by monitoring the operation of TEC programmes and assessment arrangements. The Council calls applications for the following appointments:

FULL-TIME POST (SECTOR B)
(effective from 1st April 1977 or as soon as possible after that date)
The moderator will be based in the London and Home Counties area and applicants should have suitable experience relevant to Sector B (Construction and related subjects). The post may be filled by secondment from an existing post or by appointment to the Council's staff.

Salary will be in the range £5,955-£6,999 p.a. and starting salary will depend on previous experience.

PART-TIME POSTS
The Council have to establish a number of panels within the UK to undertake moderation so that appointments can be made in the first instance by the end of March 1977 and the further appointments can be made as the work develops after that date. Applicants can be from either teaching or industry but should have current or recent experience relevant to the work of Sectors A, B or C (Science-based subjects).

Further details of the above posts and application forms for the part-time posts can be obtained by writing to the Chief Officer (ref. EM) at 76 Portland Place, London, W1N 4AA. There are no application forms for the full-time post.

Closing date for applications: 18th February, 1977.

General Vacancies

ilea INNER LONDON EDUCATION AUTHORITY

Inspector of Design and Technology

Salary range: £7,660 – £8,461
(inclusive of all allowances)

Inspector required for primary school Craft, secondary school Design and Technology and a range of further education activities.

Applicants should be highly qualified with wide teaching experience and must be familiar with recent developments in Design and Technology.

Details and application forms from the Education Officer (EO) Estab 2A/11, Addington Street Annexe, The County Hall, London SE1 7PB. Forms to be returned by 11 February 1977.

THE NATIONAL LIBRARY OF WALES
ABERYSTWYTH SY23 3BU
Appointment of

KEEPER OF PRINTS DRAWINGS AND MAPS

The present holder of this post retires in August 1977.

Applications are invited from persons with appropriate qualifications and experience for this position.

Applicants must have a good honours degree in a suitable subject and a thorough knowledge of Welsh and English is essential.

The person appointed will be expected to enter upon his duties on 1st September, 1977.

The salary scale will be £7,455 x 3 annual increments—£9,122 per annum and a contributory superannuation scheme applies.

Further details and application forms may be obtained from the Secretary of the Library at the above address and applications must reach the Librarian not later than Saturday, 19th March 1977.

HARPER ADAMS AGRICULTURAL COLLEGE
NEWPORT, SALOP

HEAD OF ANIMAL HUSBANDRY DEPARTMENT

Applications are invited for the above post which will become vacant in September, 1977. Applicants should have an honours degree in Agriculture or a related subject, teaching experience and preferably have undertaken some research work in livestock production.

Salary within the Senior Lecturer/Principal Lecturer grades in Burnham Scale for Colleges of Further Education.

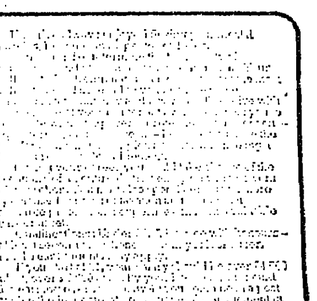
Further details and application form obtainable from the Bursar, Harper Adams Agricultural College, Newport, Salop TF10 8NB.

Does a puzzle challenge you to solve it?



9, Change about a measure reversed can bring you endless satisfaction (9)

HONOURS GRADUATES
—a career that appeals to reason



To find out more, and for an invitation to visit a Tax Inspector, write to: Civil Service Commission, Alencon Link, Basingstoke, Hants. RG21 1JB. Please quote: A, 230/5, 6.

General Vacancies

EDITORS FOR A GERMAN/ENGLISH DICTIONARY

We are at present working on the final stages of a new German/English dictionary and are seeking both English and German native speakers to join our team engaged on the completion work.

Qualifications required are at least a first Degree in German or English together with some relevant experience in linguistics, translation, language, teaching, etc.

Work on the project is of a contract nature envisaged initially as eighteen months. The location is in our new complex to the North of Glasgow but possibly free lance arrangements could be made to enable the work to be done elsewhere.

Please write with full details to :

Robin F. Jordan,
COLLINS PUBLISHERS
144 Cathedral Street, Glasgow G4 0NB

LONDON
THE UNIVERSITY
WESTFIELD COLLEGE
ARTS BASED COMPUTER PROGRAMME ADVISER

Westfield College requires someone to provide an advisory programming service for the Arts Faculty. Some research projects involving computing are already in progress, but the potential for applying computing techniques to Arts Research is still largely unrealised. The successful applicant will be a graduate who is enthusiastic about computer techniques and who is capable of effectively communicating the material to others in post, carries an important educational function.

Salary : on A Scale (from £2,727 to £4,611 plus £312 London Weighting), according to age and qualifications.

Application to Dr. J. Buckingham, Personnel Officer, Westfield College, Kidderpore Avenue, Hampstead, London NW3 7ST, from whom further details may be obtained by 14th February, 1977.

Overseas

AUSTRALIA
VICTORIA

WARRNAMBOOL INSTITUTE OF ADVANCED EDUCATION

Warrnambool Institute of Advanced Education is a regional centre affiliated with the Victorian Institute of Colleges. It is situated on the Western coast of Victoria and serves the tertiary needs of the 70,000 people residing in an area of 20,000 square miles in the south-west of South Australia.

Warrnambool Institute of Advanced Education provides a degree and diploma courses in applied science, art and design, business studies, engineering, general studies, social science and teacher education. It invites applications to further its comprehensive range of courses in the field of technical and further education.

Courses are taken on campus and externally.

HEAD OF TEACHER EDUCATION

Duties: the head will be responsible for the administration of the faculty, which is expected to provide academic leadership and supervision of teaching investigation and research in this field. He will be expected to work in close liaison with other heads and staff for the advancement of the academic programmes of the institute.

Qualifications : Recognised teaching qualification together with a relevant degree or equivalent in other approved academic studies. Extensive relevant professional experience including experience in primary or secondary school teaching and preferably experience in tertiary education.

Ability and experience in the development and administration of academic programmes.

Salary : $17,013 per annum.

Applications close March 7, 1977. Written applications stating date of birth, qualifications, experience and present position, giving names of three referees, should be addressed to Staffing Officer, Warrnambool Institute of Advanced Education, Post 825, Warrnambool, Victoria 3280, Australia. Envelopes enclosing Staffing confidential should be marked.

Further particulars may be obtained from the Staffing Officer.

Overseas

IRAN

ENGLISH TEACHER required by MINISTRY OF HEALTH (MILITARY HEALTH SERVICES) in post-graduate in Iran. Two year contract. Preference will be given to degree and/or R.S.A. qualified and experienced teachers.

Please apply enclosing curriculum vitae and details of previous experience of teaching abroad, quoting number 1/4 Commission Bureau (London) Ltd., Telephone: 01-937 0202 extension 9.

Administration

LONDON
INSTITUTE OF CANCER RESEARCH : ROYAL CANCER HOSPITAL

The Institute is a research organisation financed in large part by the Medical Research Council and the Cancer Research Campaign. It is a constituent of London University. The Institute has two vacancies in the accounting section—

ASSISTANT ACCOUNTANT

To supervise all day-to-day accounting operations and to maintain cash assets in accordance of the computerised system. Applications are invited from newly qualified or part-qualified accountants with a good educational background. Salary on the Higher Executive Officer scale, £4,179 to £5,877 per annum.

SUPERANNUATION OFFICER

To maintain records and appropriate accountings for the superannuation of the Institute's employees who are covered by the Superannuation Scheme. Applications are invited from those with relevant superannuation experience and a good educational background. Salary on the Executive Officer scale: £3,603 to £4,647 per annum.

For further details of these positions please write to the Secretary, Institute of Cancer Research: Royal Cancer Hospital, 74 Common Place, London SW3 6JJ, quoting reference 309/D/230 (Accountant) and 309/D/231 (Superannuation Officer).

Administration

PLYMOUTH POLYTECHNIC
Administration

Committee Clerk

Salary, £3,825 to £4,095 plus £312 p.a. supplement

To be responsible to the Secretary of the Polytechnic for preparation of agendas, minutes and reports, and general administrative work arising from the Governing Body, the Academic Board and their sub-committees; and to co-ordinate a central information service.

Sound administrative background, experience of committee work and supervision of staff, and an ability to work with people of all levels in an academic institution are essential.

A good G.C.E. standard is expected as a minimum, but a further qualification is preferred.

Application forms to be returned by February 11, 1977, can be obtained with further details from the Personnel Officer.

Drake Circus, Plymouth, Devon. PL4 8AA

Overseas

QUEENSLAND INSTITUTE OF TECHNOLOGY
BRISBANE — AUSTRALIA

CHIEF LIBRARIAN

Applications are being called for the position of Chief Librarian at the Queensland Institute of Technology in Brisbane.

The Institute is an autonomous tertiary institution offering a wide range of degree programs in the fields of Applied Science, Health Science, Mathematics, Computing, Engineering, Surveying, Business Studies, Law, Librarianship, Architecture, Building, Industrial Design, Planning and Landscape Architecture.

The Chief Librarian will be responsible to the Director for managing and developing the Institute Library in which the holdings at present number approximately 80,000 Monographs, 4,000 Serial Titles and 3,500 Multi-Media Titles. A total of 43 staff are currently employed in this area.

In mid 1977 the Library will move into a new air-conditioned building which provides for substantial growth. Space currently dedicated to this purpose amounts to 65,000 square feet.

The Deputy Director of the Institute will be in London from the 8th to 28th January and prospective applicants are invited to discuss details of the position with him during that period. Appointments may be arranged through the Official Secretary, Agent General for Queensland, 392-393 The Strand, London WC2R 0LZ.

The salary is tied to the Academic scale and an appointment will be made within the range A$20,628 to A$24,971, depending on qualifications and experience. (9133).

Theme may be ending but the threnody lingers on

George C. Allen describes the middle component in Southampton University's honours BEd

If the Middle Component had occurred on one of the more adventurous campuses in the American Middle West, it would by now adorn all the textbooks. In fact it forms the third component, between education and main subject, of the honours BEd course offered by what until recently have been the colleges of education within the School of Education of the University of Southampton. The first examination was held in June 1969; the last will be in 1978. There were 427 candidates in June 1976.

The course involves sustained study over about two years (less for some in-service groups) by groups investigating a theme of their choice such as leisure, happiness, identity, freedom, isolation, time, the alternative society, creative art under stress, industrial relations (including Southampton Water), village into suburb, and—not least—the Pub.

Groups are formed between friends or with a lead from one or more guiding spirits or sometimes around a theme, in the second year of a four-year course: initial numbers vary between four and six, but some give up or change groups and excellent work has been done by threes or even pairs. Groups are interdisciplinary, though often sadly lacking in mathematicians and scientists.

The rubric defines a theme as "one to which students can contribute through the methods of study, philosophical questioning and approaches which characterize their particular discipline"; the student sees it as "controversial, substantial and arising naturally out of amicable discussion".

Everyone works with enthusiasm. Initially there is much unstructured description of fact finding, which the rubric expects to lead to "the posing of a problem or the suggestion of a hypothesis with possible solutions or to open-system thinking which is applied to a possible situation".

Investigation branches out in all directions, sometimes bidding fair to embrace the universe: cuttings, drawings, photographs and perhaps questionnaires are added to the records. All this sometimes goes too far, though a group's increasing maturity often alerts it in time, or a tutor tactfully intervenes.

Traditional dissertations are not expected, but a group file is required, "to provide a reader with an overall view of activity and the materials studied" and "a statement of the position of the group enquiry when it had to cease".

In addition, individual students submit two reports, each of about 3,000 words. One an appraisal of the group's enterprise as a whole; the other the student's evaluation of his own contribution to, and learning from, the study. Some have criticized the assessment pattern, claiming that group study should culminate in group assessment.

As each project develops, students are expected to become increasingly aware of the interaction within the group and of the effect it has on study and methods of work, including the tensions which arise. A balance is always needed between actual investigation and considerations of personality, role-playing and so on.

The tutor assigned to each group plays an important but unobtrusive part. He will help with suggestions, particularly in the early stages, but essentially he is seen as a resource.

Some tutors become one of the family, often learning in a field not their own; but where a shortage of willing or effective tutors persists, the load on individuals can be heavy. Compared with the superficially similar project approach at Roskilde in Denmark, tutor-participation is much less structured, and Southampton students enjoy a correspondingly greater measure of freedom.

Students are honest, often critical (particularly of themselves) and often appreciative in their general reactions. For many the interdisciplinary experience was vital, if imperfect. But here, as often, increasing confidence led to effective group effort. A group of arts students commissioned a science student to devise a test for roadside pollution from car exhausts: an artist took up theology.

Perhaps because their experience of children and of school is still limited too many students never quite seem to appreciate the full implications for their future professional work of the middle component; here is an unsolved problem.

Although like most other courses, the middle component has not been easy to administer, it seems to me to have earned its keep. Much of the work published has been of a remarkably high standard. The course has also, which to most of the students using it, they have come to associate from direct experience with the possibilities, and sometimes the pitfalls, of group choice, study and project work.

Many have seen their own subjects in a new light; all have been led to look beyond these, discovering the process, something of the quality of learning. They are likely to be better teachers in consequence.

Can such a course expect any kind of future? It is still too early to say at any rate for an outsider, to assess the prospects probably depend largely on the Council for National Academic Awards where that body is involved (for the CNAA, while generally cautious, has no wish to discourage experiment per se initiated rather than upon individual colleges which are having to reshape their courses, as a rule under new management and always in a new climate.

The author is emeritus professor of education at the University of Sussex.

Overseas continued

NEWCASTLE COLLEGE OF ADVANCED EDUCATION
(Principal: E. Richardson, B.Sc., Ph.D.)

AUSTRALIA

Newcastle College of Advanced Education is a multi-discipline corporate college of advanced education, with its own governing Council, at present offering a wide range of courses in the fields of Teacher Education, Art, Nurse Education, Social Work and Technical and Further Education with an equivalent full-time student population of 3,300 and total enrolment of 2,500.
The academic structure of the College is under review. Presently it has a departmental base but it is possible that the new structure, while retaining departments, may be based on a system of schools. The College invites applications for the following positions which will be available early in 1977.

HEADS OF DEPARTMENTS (3)
SALARY: $A24,009

Applicants for the position of Head of Department will be required to provide evidence of administrative capability, the ability to give academic leadership to the Department and the ability to make a significant contribution to the various academic boards and committees of the College.
HEAD OF DEPARTMENT OF ART: The Art Department has an academic complement of twenty with appropriate support and ancillary staff and offers studies in painting, sculpture, graphics, drawing, design, ceramics and glass to diploma students in the Art and Art Education Departments. Degree courses in these areas have been prepared and assessed and a decision on their acceptability is expected shortly.
Mr. L. A. Ware, an eminent sculptor and foundation Head of the Department, is retiring in mid 1977.
The College is seeking to appoint an artist of high repute from any field of fine art. An interest and experience in art education would be an advantage. The appointment in the first instance will be as Head of Department of Art but it is likely that in the near future the academic structure of the College will be altered and a School of Cultural Studies will embrace the College activities in Art and Crafts, although for administrative purposes there will be a separate Department of Art within this School. It is hoped that the person appointed will have qualifications which will make him suitable for consideration for headship of this likely new school.
HEAD OF DEPARTMENT OF INDUSTRIAL ARTS: The Industrial Arts Department has an academic complement of 22 with appropriate support and ancillary staff and presently offers studies to students in teacher education in materials science, engineering mechanics, drawing and design, metal technology, wood technology and crafts. As the planned diversification of courses proceeds the department may be required to offer studies in other courses.
Mr. W. E. Wilcox, the foundation head of the department, is retiring early in 1977. Mr Wilcox was responsible for the development of highly regarded teacher education courses in Industrial Arts. The College presently offers a 4-year Bachelor of Education (Industrial Arts), the first graduates of which will enter the workforce in 1979. It is expected that Mr Wilcox's successor will possess a higher degree, preferably at doctoral level, in Industrial Arts or a related discipline. Candidates will be expected to provide evidence of innovative teaching and the application of research findings to professional practice. Some experience in industry would be a strong advantage.
HEAD OF DEPARTMENT OF SCIENCE: The Science Department has an academic complement of 13 with appropriate support and ancillary staff and offers studies in physics, chemistry, geology, biology, science education, environmental and societal studies, and natural science to diploma students and degree students in teacher education and nurse education. As the planned diversification of courses proceeds the department may be required to offer studies in other courses.
The present head, Mr. J. P. Doherty, a highly regarded science educator, is retiring early in 1977. He has been involved with tertiary science education since 1951 and has played a significant role in the development of courses for secondary students and for teachers of science.
It is expected that Mr. Doherty's successor will possess a higher degree, preferably at doctoral level. An interest in several branches of science education is essential. Candidates will be expected to provide evidence of innovative teaching and the application of research findings to professional practice.

SENIOR LECTURER
SALARY RANGE: $A18,795-A20,170

SOCIAL WELFARE (Re-advertised): The successful applicant, who will be responsible for the Social Welfare programme of the College, will be expected to establish and implement criteria for the training and accreditation of Field Development supervisors and to supervise the Field Development programme. He/she will also be responsible for establishing a student placement system and procedures for the supervision of students. In addition, he/she will be responsible for developing courses and lecturing in one or more of the components of the Social Welfare course, e.g. Community Development, Family Welfare, Health Services, Counselling. It is expected that the successful applicant will have had experience in tertiary education, including wide experience in the supervision of students, and administrative experience in the organisation of field placements. The applicant must be eligible for membership of the Australian Association of Social Workers and should have proven field experience. A knowledge of overseas practice would be an advantage.

LECTURERS
SALARY RANGES: Level 3 $A11,851-$A13,667
Level 2 $A13,850-$A15,925

SOCIAL WELFARE—Level 3 (Re-advertised): The successful applicant will be required to teach in the Social Welfare programmes of the College and to assist in the supervision of students in field practice with studies in one of the following areas: Community Development, Family Welfare, Health Services, Counselling.
TECHNICAL AND FURTHER EDUCATION—Level 2: The successful applicant will be expected to lecture in and co-ordinate courses for teachers employed by the Department of Technical and Further Education. Subjects offered in these courses include: Curriculum Development, Sociology of Education, Principles of Technical and Further Education, Identification and Assessment of Educational Objectives. Applicants should have experience in teaching at the post-secondary level and a knowledge of current developments in Technical and Further Education.
TEACHER LIBRARIANSHIP—Level 2: The successful applicant will be a graduate who is eligible for associate membership of the Library Association of Australia and should have knowledge of current library practice in, schools and other educational institutions. He/she will be expected to lecture to both part-time and full-time students in all aspects of teacher librarianship and to supervise field experience programmes.
READING—Level 2: The successful applicant should have substantial empirical research experience in one or more of the recent innovative methods for the teaching of reading and should have an interest in and experience of the application of these research findings to class-room practice. He/she will lecture to both primary and secondary teacher education students and may be required to provide service courses in a number of other areas.
NUMERACY—Level 2: The successful applicant should have substantial empirical research experience in one or more of the recent innovative methods for the teaching of numeracy and should have an interest in and experience of the application of these research findings to class-room practice. He/she will lecture to both primary and secondary teacher education students and may be required to provide service courses in a number of other areas.
EDUCATION—Level 2: The successful applicant should have research experience in one or more of the following fields: Economics of Education, Comparative Education, Educational Demography or the basis of Curriculum. Exceptionally well qualified candidates in other areas would be considered.
Applicants should have had a substantial, successful teaching experience in a variety of schools and be prepared to participate in an innovative hierarchical organized field experience programme for teacher education students.
IN SERVICE AND COMMUNITY EDUCATION—Level 2: In addition to high academic qualifications in Education, the successful applicant must have postgraduate qualifications and substantial experience in adult education. A proven ability to initiate and organise programmes suitable for students having a wide range of interests and educational backgrounds is essential, as is the capacity to liaise with other education and community agencies.
Qualifications: Applicants for Lecturer positions should possess a higher degree, although consideration will be given to applicants with a good honours degree or equivalent for position at Lecturer 3 Level. It is essential that applicants demonstrate a desire and a capacity to apply their disciplines in practical situations.
Appointments at Lecturer, Level 3, will be normally made on a limited contract basis, although some appointments at Lecturer, Level 2, may also be on a limited contract basis.
Conditions of Employment: Appointment initially may be to the New South Wales Public Service pending the transfer of staff to the service of the College under its by-law which is expected to be gazetted early in 1977.
Conditions of service are similar to those of other tertiary educational institutions within Australia and include attractive staff housing loan and superannuation schemes, as well as provision for study and fares, removal and initial accommodation expenses for overseas appointees and their families.
Applications: General information about the College and specific enquiries concerning the positions should be directed to the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF. Telephone enquiries may be directed to the Principal, Dr E. Richardson (tel: 671388, International STD. Prefix 1612048).
Applications in writing must include personal information and full details of academic qualifications and experience, and the names and addresses of three referees willing to act. The original letter should be addressed, marked "Confidential", to: The Secretary, Newcastle College of Advanced Education, Box 84, P.O., WARATAH, N.S.W. 2298, Australia, and preferably be sent by registered air mail. A copy of the application must also be sent to the Association of Commonwealth Universities, as above.
Applications should be lodged to reach Australia by 28th February, 1977.

General Vacancies continued

MANCHESTER
THE TEXTILE INSTITUTE
CHIEF EDUCATION OFFICER

The Textile Institute invites applications for the post of Chief Education Officer. Applicants from people with a knowledge of technological education or training to graduate level and with considerable administrative and management experience in the textile industry will be able to respond to the challenging opportunities in the Institute's education system and in industry generally. Experience of quality control is essential. Post qualification training is essential. Salary £4,500 to £5,000.
Full job description from the Textile Institute, 10 Blackfriars Street, Manchester M3 5DR. Telephone: 061 834 8172.

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Universities cont

CRANFIELD INSTITUTE OF TECHNOLOGY
LECTURER IN SOCIOLOGY
(RESEARCH METHODS)

To teach research methods in corporate professionally organised mature students from the public or industrial sectors. Ability to supervise research theses in Social Policy or Administration.
University Lecturer Salary Scale (with USS)
Further details and application form from the Secretary (Appointments), Cranfield Institute of Technology, Cranfield, Bedford, MK43 0AL (Telephone 0234 750111), to whom applications should be returned not later than February 14th 1977.

NOTICE BOARD

Appointments

Universities

Cardiff
Promotion to reader: Dr R. F. Waters (physics).

Heriot-Watt
Deputy director: J. R. Aitkinson (Institute of Offshore Engineering). Lecturers: C. C. Nottingham (accountancy and finance); N. F. Mathers (brewing and biological sciences); R. P. Nicol (business organization); C. A. Bell (civil engineering). Research associates: R. V. Haddad (chemistry); Mr. J. McCallum (electrical and electronic engineering); R. W. Green (mechanical engineering); J. C. Curran (physics).

London
Institute of Education
Dean of professional studies: Dr T. Davis.

Loughborough
Lecturers: I. P. Schagen (computer studies); Dr C. D. Manning (electronic and electrical engineering); Dr A. G. Ball (engineering mathematics); D. B. Benton and W. E. Eder (engineering production); G. E. Edwards (European studies); I. A. R. Galer and T. F. M. Stewart (human sciences); R. P. Kilvington and B. G. Ratcliffe (transport technology); Dr J. F. Morris (human anatomy). Rhys research fellow/wildlife senior research fellow: Professor E. M. Jope (Iron Age); Colleges: O'Donnell lecturer: D. S. Duncalfe (celtic studies).

Stirling
Visiting professor: Professor J. B. Sefton (English studies). Director of computing services: A. F. Heath. Lecturer: A. C. Boucher (economics). Visiting lecturer: J. Riches and A. J. St. McLaw (philosophy); J. M. S. MacEwan (sociology). Part-time lecturer: J. Riley (French). Swantibi. Temporary part-time lecturer: C. Summerville (biology). Lecturing overseas visiting fellow: Dr D. L. E. Pitchard (mechanical engineering). Research assistants: J. L. Phillips, G. Cameron and A. Grant (psychology); R. Sang (sociology); Dr. A. Edwards (biology). Post doctoral research assistants: Dr J. A. Hargreaves (biology); Dr J. J. Usher (chemistry). Part-time research assistant: K. R. MacDonald (psychology).

Swansea
Chairman, college council: Ifor Davies, M.P. Lecturers: J. Middleton and G. N. Pande (civil engineering).

York
Lecturers: A. R. Tiemayne (social and economic statistics); P. E. Bull (psychology). Berger research fellow: I. C. Bristow (institute of advanced architectural studies). Research assistants: B. P. Clues (cancer research unit and department of chemistry); R. P. Kelly (chemistry); T. J. Frogatt (computer science). Organising director: B. Farrell (adviser to English language summer schools).

Colleges

Worcester
Head of department: Dr I. H. Jones (English). Lecturer: Dr L. P. Morton (physics).

Overseas

Mr Joshua Owen, at present head of the division of administrative studies in the Tasmanian College of Advanced Education, has been appointed as director of the institute of administration at the University of New South Wales. Mr Barry Bird, Sargeant from Plymouth has been appointed as an assistant lecturer in electrical engineering at Kenya Polytechnic, Nairobi.

General

Department of Employment
The following have been appointed members of the Manpower Services Commission: M. O. Bury, OBE, CBI Director of Education Training and Technology since 1970; K. Graham, OBE, Head of the TUC Organization and Industrial Relations Department and Secretary of the TUC Employment Policy and Organization Committee; R. Helmore, JP, Principal of St Albans College since 1961; D. McGarvey, OBE, President of the Amalgamated Society of Boilermakers, Shipwrights, Blacksmiths and Structural Workers; V. Feltge, Executive Vice-Chairman (Administration) of the National Freight Corporation; C. H. Urwin, Deputy General Secretary, Transport and General Workers; Ewart D. Duckers, JP, General Medical Practitioner; A. Berry, Member of the CBI Council and of the West Midlands Regional Economic Planning Council; Sally Shaw, secretary to Manchester City Council and Chairman of its Education Committee.

Medical Research Council
Professor C. C. Booth, professor of medicine at the Royal Postgraduate Medical School of London and consultant physician to Hammersmith, has been appointed as director of the MRC Clinical Research Centre at Northwick Park, Harrow, in succession to Sir Graham Bull. Professor Booth will take up his appointment early in 1978.

The Royal College of Surgeons of England
Professor Hugo Kravenbühl of Zurich has been elected to the Honorary Fellowship. F. M. Glover of London, P. G. Somerville of Sussex and W. Weatherston Wilson of Chorley have been reelected to the Court of Examiners in General Surgery for a second period of three years. G. L. Bunton of University College Hospital, London, has been elected to the Court of Examiners in General Surgery for a period of three years in the first instance. Dr A. R. Hodgson of Hongkong has been appointed Robert Jones Lecturer for 1977. W. Alexander Law of Pulborough has been appointed Watson-Jones Lecturer for 1978. Dr A. Batty Shaw of Norwich has been appointed Thomas Vicary Lecturer for 1977.

Obituary

Professor J. C. Shepherdson, professor of mathematics at Bristol University, has been appointed to the Henry Overton Wills chair of mathematics in the university.

Dr D. C. F. Speller, consultant microbiologist in clinical bacteriology at Bristol University, has been appointed to the chair of clinical bacteriology in the university in succession to Professor W. A. Gillespie.

Dr H. F. A. Whiting, senior lecturer in physical education at Leeds University, has been appointed to a chair in psychology at Wits University, Johannesburg, with effect from April 1, 1977.

Brian Turnbull Robson, lecturer in geography at Cambridge University, has been appointed to a chair of geography at Manchester University with effect from October 1, 1977. He will succeed Professor T. W. Freeman who retired from the chair on September 30, 1976.

Dr Anthony Hallam, lecturer in geology at Oxford University, has been appointed to the Lapworth chair of geology at Birmingham University with effect from April 1, 1977.

Mr John C. Shipp, a partner in Deloitte & Co, chartered accountants, has been appointed to the Johnstone Smith chair of accountancy at Glasgow University.

Dr Hywel G. Hughes, senior lecturer in education at University College, Cardiff, has been appointed to a new chair in education (social and administrative studies) at Birmingham University with effect from April 1977.

OU programmes

January 29 to February 4

Sunday January 30

SSC 2
12.40 Open Forum: How a Course is Made.

RADIO 4 (VHF)
2.30 Open Forum Extra: New Graduates.
10.00 Open Forum Vacation Lecture: Class Attitudes since World War II, given by Arthur Marwick, Professor of History, Open University.

There are no other radio or television programmes for the Open University during this week's repeated programme.

Forthcoming events

"Higher Education Finance", a two-day seminar organized by the Chartered Institute of Public Finance and Accountancy, will be held on February 2 and 3 at the London Tara Hotel, Wrights Lane, London W8. It will review developments in the financial management structure of higher education. Fee: Residential, £50. Non-residential, £40. Further information from the Secretary, CIPFA, 1 Buckingham Place, London SW1E 6HS.

* * *

"Teaching Towards an Improved Understanding of Structural Behaviour", a colloquium organized by the Institution of Structural Engineers will be held on February 10 at 11 Upper Belgrave Street, London SW1X 8BH, at 2.30 pm. Further details from C. D. Morgan, the Institution of Structural Engineers, 11 Upper Belgrave Street, London SW1X 8BH.

* * *

In cooperation with the BBC, the Open University, the Chemical Society and the Salters Company, the Royal Institute of Chemistry will celebrate its centenary with the transmission of four programmes on BBC 2: "Sir Edward Frankland and popular science education": The biography of the founding president of the Institute" (February 7); "Colour Photography" (February 8); "Nuclear Fuel Reprocessing" (February 10); "100 Years on—contemporary chemists" (February 11). Transmission will be on BBC 2 between between 6.30-7 pm.

Course news

A 10-week course on devolution organized by the department for extramural studies of the University of Stirling started this week. It will outline the facts in the debate and look at the future of Scottish politics. Fee: £2.50. Further information from Mr V. J. Hanby, lecturer in sociology, department of sociology, University of Stirling.

* * *

The National Centre of Tribology at Risley is repeating a course on the problems of bearing design on February 10 at which the causes of bearing failure will be discussed. Among lecturers will be Professor H. Halling, professor of engineering tribology, Salford University. Course Fee: £45.

The School of Environment is mounting a short evening course in projection methods and perspective, consisting of six three-hour sessions from February 24. The course is intended for teachers and instructors and will provide an understanding of the processes of looking and recording, and teach the principles of perspective. Fee: £18. Inquiries to Miss J. Kessell, Short Course Unit, Polytechnic of Central London, 35 Marylebone Road, London NW1.

Noticeboard is compiled by Patricia Santinelli and Pauline Gamble

Overseas continued

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY

Applications are invited for the academic positions listed below. The Institute is a major tertiary institution located in Perth. All courses are characterised by a multi- and interdisciplinary approach to higher education. Awards at degree and post graduate level are made.

ART AND DESIGN
SENIOR LECTURER
FOUNDATION STUDIES (FINE ARTS)
To teach and establish an integrated foundation course for studies in the Fine Arts specialisations leading to the major fields of Painting, Printmaking and 3 Dimensional Studies. Visual documentation of professional work should be included with applications.

TEACHER EDUCATION
SENIOR LECTURER/LECTURER/ SENIOR TUTOR (3 POSITIONS)
(1) CURRICULUM AND INSTRUCTION — GENERAL
To teach curriculum theory and development at the undergraduate and graduate levels.
(2) CURRICULUM AND INSTRUCTION — READING, LANGUAGE ARTS
To teach in the specialised area of reading and or language arts.
(3) EDUCATIONAL TECHNOLOGY
To teach a general curriculum approach to the use of technology and graduate studies in the design and application of educational technology to the improvement of teaching.

SALARY SCALES: Tutor £stg7,241 — 8,800, Senior Tutor £stg9,398 — 10,231, Lecturer £stg10,368 — 13,766, Senior Lecturer £14,070 — 16,477 (at the current rate of exchange). Salaries are payable in Australian dollars.

QUALIFICATIONS: SENIOR LECTURER — A good higher degree and considerable experience, including tertiary teaching, are preferred. LECTURER — Post Graduate qualifications with experience, including teaching are preferred. SENIOR TUTOR/TUTOR — A relevant degree with some industrial or teaching experience is preferred.

TENURE: Appointment may be either tenured or non-tenured for a period of up to three years.

APPLICATIONS: Detailed applications, including a curriculum vitae and the names of three referees should be submitted to the Migration Liaison Officer, Western Australia House, 115 Strand, London, WC2R 0AJ. A brochure containing further information may be obtained from the above address. Closing date 11th February 1977.

When applying please quote reference HE5.

1898.

A "REVIEW OF NEW COURSES" FEATURE

will be Published on

Friday, February 4 1977

For further details of advertising please contact

John Ladbrook
01-837 1234